



Faculdade de Design,
Tecnologia e Comunicação
Universidade Europeia

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DESIGN FOR EQUALITY: BUILDING TOMORROW'S CREATIVE UNIVERSITIES

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Dissertação apresentada ao IADE – Universidade Europeia, para cumprimento dos requisitos necessários à obtenção do grau de Mestre em Gestão de Design realizada sob a orientação científica da Phd. Sara Patrícia Martins Gancho.

Lisboa

I dedicate this work to all women and men who, like me share in life the same spirit of equality and diversity.

agradecimentos

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palavras-chave

Gênero; Igualdade; Design; Estratégia; Universidades Criativas

resumo

Embora os números de disparidade de gênero mostrem uma evolução significativa na educação, as discrepâncias ainda prevalecem em muitos segmentos de trabalho e perpetuam-se desigualdades. Nesse contexto, os componentes de igualdade e diversidade tornaram-se ativos para as empresas, onde tem sido cada vez mais demandada. Assim, torna-se uma questão a ser trabalhada pelas universidades, seja no contexto interno de instituição, seja na formação de estudantes e futuros profissionais. Ao olhar de forma ampla para a jornada das mulheres no mercado de trabalho e na sociedade, este estudo tem como objetivo desenvolver um plano de ação aplicável usando para isso o mindset do design, de forma a criar políticas de inserção da equidade de gênero no contexto interdisciplinar e operacional da instituição de ensino aqui analisada. Desse modo, as universidades teriam um papel mais ativo não apenas na formação de indivíduos preparados para as necessidades do mercado, mas para atuar em uma sociedade mais igualitária e consciente.

Keywords

Gender, Equality, Design, Strategy, Creative Universities

abstract

Although gender disparity numbers show a significant evolution in education, discrepancies still prevail in many segments of work and inequalities are perpetuated. In this context, the components of equality and diversity have become active for business, where it has been increasingly in demand. Thus, it becomes an issue to be addressed by universities, either in the internal context of an institution or in the training of students and future professionals. When looking broadly at the women's journey in the labor market and in society, by using mixed methodologies, this study aims to develop an applicable action plan using the design mindset, in order to create policies for insertion of gender equity into the context interdisciplinary and operational of the educational institution analyzed here. In this way, universities would play a more active role not only in training individuals prepared for the needs of the market but in acting in a more egalitarian and conscious society.

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1. INTRODUCTION

"But at the same time you can't assume that making a difference 20 years ago is going to allow you to sort of live on the laurels of those victories for the rest of your life"

Angela Davis

The topic of gender equality in society and the labor market has gained mediatic attention in recent years. Though progresses towards inclusiveness and egalitarianism have been achieved, and commitments to secure further improvements have been made, women's prospects in the world of work are still not equal to men. Even with significant accomplishments made in education, research still shows that gender equality in the economic and organizational domains is still far from reach, as noted by the World Economic Forum: "the most challenging gender gaps remain in the economic and health spheres. Given the continued widening of the economic gender gap, it will now not be closed for another 217 years. However, the education-specific gender gap could be reduced to parity within the next 13 years" (World Economic Forum [WEF], 2017, p.25). Even before the rise of capitalism, the role of women in society had become increasingly narrow, to the point of affecting today's dynamics in the labor market, where disparities still prevail (Federici, 2013). However, the world today understands not only the social, but also the economic importance of women to promote a fairer distribution of resources (WEF, 2017). Gender gaps are noticeable, too, in the Portuguese labor market. Although, in recent years, women have reinforced their proportion towards men in the new jobs that have been created in the Portuguese economy, according to Banco de Portugal, differences between both genders still persist in both paid and household work (Jornal de Negócios, 2018).

The promotion of gender equality was featured in the United Nations' (UN) *2030 Agenda for Sustainable Development*, while it has been gaining the attention of world leaders, who

want “to achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value” (International Labour Organization [ILO], 2018, p.5). The issue has also expanded from the social realm to represent an asset within the economy and businesses. In fact, it has evolved to represent a strategic tool for companies dealing with innovation, while the promotion of an egalitarian workplace has turned into a challenge for most of them (PWC, 2015).

Given the fact that diversity is a strong tool for innovation and economic performance, it is indispensable not only to promote gender equality in the workforce, but also to understand the baselines from which universities form graduates to cope with gender issues. Compared to men, women do not have equal access to creative work and are not equally rewarded, while they are subject to diverse forms of occupational segregation, that reinforce the inequalities of recognition and reward, while hegemonic masculinities continue to be reproduced (Sang, Dainty & Ison, 2014). Intersecting with gender there are also constructions of class, race/ethnicity, age, disability and sexuality, which further complicate and extend privileges and inequalities (Grugulis & Stoyanova, 2012 at Finkel, R., 2017). The perpetuation of some of these biases and other gender-related discriminations can be seen, for example, in cases related to "praxes", an academic ritual in Portugal associated to entry into the university, as noted in a study conducted by Oliveira, Villas-Boas & Las Heras (2016). However, few studies have addressed the issue of gender equality in universities forming students in areas associated to creative industries.

The current context suggests that part of the educational role should take place inside the university, in order to prepare graduates to grasp equality principles and to respond with precision to Design Management needs in groups formed by men and women, who have diverse backgrounds, cultural references and beliefs. This research looks forward to extending knowledge into the role of the university in workforce development and, particularly, to understand its contribution to promote an egalitarian and diverse role for women. It is also an opportunity to learn about types of behaviors that perpetuate inequalities.

1.1 The Starting Point

A journey never starts without a baggage, even if it is a heavy and an unpleasant one. My interest on gender issues first emerged while working in advertising agencies. Fifteen years ago, unlike today, discussions on gender equality were barely put on the table in advertising, but the feelings of misunderstanding, inadequacy, fragility and harassment felt by women were just the same as felt nowadays. When I first joined a creative department, I was the only women working in that area, assuming a fragile position, being less paid and a target for jokes and other forms of moral abuse.

By that time, I tried to interpret this toxic environment; women often laughed on sexist jokes and avoided proximity and close contact to men, in order to avoid giving indications of any sexual intention, because common sense often said that women were the ones who teased first. Growing professionally and personally, I realized that the problem was not on the side of women, but on social and cultural constructions made on both genders. Back to our days, in 2017, the Grupo de Planejamento (GP), an association formed by planners working in the city of São Paulo, in Brazil, presented an enlightening study on the matter, documenting several cases of abuse that women professionals from São Paulo's creative industry had been subject to (Prieto, 2017). Numbers proved that discrepancies based on the worker's gender went beyond salary issues and included, too, situations of sexual and moral abuse and disrespect (Prieto, 2017).

The study from GP showed me the relevance of bringing the subject from a personal dimension into the academic domain. Part of the world is already making efforts to adapt to the reality of gender equality and diversity recognition, with the European Union (EU) setting an agenda on women's rights and equality and governments and companies looking forward to reap political and economic benefits from the issue (Ferreira, 2010; Bohnet, 2016; IOL, 2018). Furthermore, design is embracing equality and diversity as a strategic tool, in an industry where creativity is a resource for differentiation (Anthony, 2002; Bohnet, 2016). This context set further arguments to embrace this study.

However, neither strategies nor political decisions can prepare people for a professional journey plagued by situations of abuse and toxic environments. So, I decided to take a different approach, namely by trying to understand how a basis could be set up to prepare students and professionals to embrace an egalitarian culture in the workplace, in which women would not have to feel undervalued for their work or receive lower wages for performing the same tasks as men and be subject to distinct forms of harassment. Overturning this situation is, undoubtedly, a difficult path, that involves many different intervenients. Nonetheless, inspired by other projects and studies, I hope that this work can contribute to develop a novel approach that starts in the academic community.

1.2 Facing the Problem

If one wants to counter the perpetuation of gender inequalities in the creative industry, it has to understand not only the context of the labor market, but also the reality in which students are graduated in creative universities. Fostering a platform based on gender equality principles is not exclusively ensured by promoting identical numbers of men and women to secure a coefficient of egalitarianism. There are also questions in the upstream that have to be addressed, such as the differentiation of treatments, the stereotypical behaviors and/or the barriers to professional development (Anthony, 2002; Casaca, et al., 2012; Bohnet, 2016).

The objective of this study is to define a strategic proposal to better prepare the university and its students to cope with a workplace and a job market, in which toxic behaviors and gender inequalities are not perpetuated. Taking into consideration that other studies have focused their scope of analysis on abusive and harassing environments in the workplace itself, this study aims for a different approach, namely by confronting the problem at an initial or pre-work stage: at the university. Indeed, a university compromised with gender equality can be designed and applied, if constraints and opportunities are identified in its own environment and solutions are drawn based on the structure of the institution. In this framework, this work contains an overview and a proposal of what can be created by using design methodologies. In its overview part, it contains a market analysis and a context immersion, in which the reader can have contact with the concepts and the applications of gender equality, while bringing the students, teachers and professionals point of views on the theme. Finally, in its proposal part, this work presents the information collected in the

case study and, based on it, constructs a journey map proposal that can serve as a starting point or a prototype to be applied at the university.

1.3 My Interest in the Problem

The personal and professional experiences that I have acquired over more than fifteen years working in advertising, have enabled me to develop a growing interest in the theme of gender equality. Moreover, the growing public debate on the theme and the urgency for real change make me believe that this is the right moment to complement knowledge with the ambition to transform today's reality. It is time to remind everyone about women's social and cultural contributions to society. Accordingly, as designers, communicators, marketeers or brand managers, we need to take into account the social transformations and positive impacts that we can create for people, companies or the planet. Our proposals in the areas of creative industries must be aligned with evolutions taking place in society. That said, if we are witnessing a moment in history that claims for a more egalitarian approach between women and men, this is the right moment to introduce the subject of gender equality in formative and professional constructions.

2. The Baselines of Women's World

The participation of women in society has evolved over the last century. Today, in the EU, there are 5% more women than men in the total population and women already represent 58% of undergraduate students (Eurostat, 2019). Nonetheless, an overview into history shows that it was not always like this. As noted by Federicci (2013), the deconstruction of the role of women in society was mostly related to their role as an agent of capital transformation, where female actors had their power and participation subdued. Women were reduced to the function of reproduction, as stated in Karl Marx's *primitive accumulation* principle, in order to increase the number of workers and allow for an expansion of capital (Federici, 2013).

During the first half of the 20th century, women developed a more active role. The world wars came to an end and women have continued - and continue steadily - with their own battles, maintaining and strengthening their presence to a wider and more decisive role in society. Some experts consider that we are living a third feminist revolution (Johnson, 2017). 'Waves of feminism' are perceived to take place when women increase the fight for their rights, from Suffragists, to the women's libbers in the 1960's and to nowadays defendants of an egalitarian position in society (Johnson, 2017). April Sizemore-Barber rejects this idea, by stating: "I don't think we are in a wave right now. I think that now feminism is inherently intersectional feminism - we are in a place of multiple feminisms" (Velez, Sizemore-Barber, & Chan, 2018). By its nature, third-wave feminism is plural and focused on individual identity, crossing the borders of ethnicity, nationality, religion and culture, to incorporate new elements, such as womanism¹, girl power², post-colonial (anti-imperialism) theory,

¹ Womanism, also known as "black feminism or feminist of color", loves other women and/or men sexually and/or nonsexually, appreciates and prefers women's culture, women's emotional flexibility and women's strength and is committed to "survival and wholeness of entire people, male and female" (Walker 1983:xi).

² The idea that women and girls should be confident, make decisions, and achieve things independently of men, or the social and political movement that is based on this idea. (Cambridge, 2019)

postmodernism, transnationalism, cyber feminism³, ecofeminism⁴, individualist feminism, new feminist theory, transgender politics or the simple rejection of the gender binary (Fisher, 2013).

From an historical perspective, the rise of egalitarian principles and attitudes regarding the role of women and men only encountered substantial political developments and social changes in recent decades: in the 1940's, first wave feminism found a devastated post-war world searching for new paths for development, a context in which women strengthened their presence; in the 1960's and 1970's, several women's rights encountered the day light; in the 1990's, gender equality principles started to entrench, extending into nowadays, where they are witnessing a significant push through an increased recognition that, in a globalized world, equality entails a creative and innovative potential (Buckley, 1986; Karamessini, M. & Rubery, J. , 2014; Torres et. al, 2018; Velez, et. al, 2018). Several initiatives in the 1990's created the baselines to address the issue of gender equality: Vienna's 1993 *World Conference on Human Rights*, which proclaimed that the rights of women can not be separated from the Human Rights; Cairo's 1994 *International Conference on Population and Development*, which placed women's empowerment and health at the center stage of sustainable development programs; Beijing's 1995 *Fourth World Conference on Women*, which adopted a platform for promoting and protecting the adoption of human rights and freedoms for all women (Inglehart and Norris, 2003). These changes, as pointed by Inglehart and Norris (2003), occurred - and are still occurring - enabled by social movements, cultural changes and economic interests.

Portugal also experienced an evolution on women's rights and gender equality, starting from the first quarter of the 20th Century. Torres (2018) emphasizes the period of the First World

³ Cyber feminism proclaimed the need for women to interact through the World Wide Web to achieve gender equality in the access and production of web-based content. However cyber-feminism also embraced the broader context of women-oriented technology including the biomedical realm and its implications for the modification of the traditional conception of a woman's body and identity (Casanova, 2017).

⁴ "Ecofeminism sees a connection between the exploitation and degradation of the natural world and the subordination and oppression of women. It emerged in the mid-1970's, alongside Second-wave Feminism and the green movement. Ecofeminism brings together elements of the feminist and green movements, while, at the same time, offers a challenge to both. It takes from the green movement a concern about the impact of human activities on the non-human world and from feminism the view of humanity as gendered in ways that subordinate, exploit and oppress women"(Mellor, 1997).

War in Portugal, during which, due to the mobilization of men to war, women had an opportunity to participate in the labor market. Compatibilizing family and working life was possible at that time, as, in a deeply unequal society with strong emigration and the abandonment of agriculture, female labor available for domestic work was abundant and at a low cost (Torres, 2018).

A vast literature on gender equality was produced in order to catalog the transformations taking place around lifestyles, families, workplace and public life. *The Silent Revolution* (Inglehart, 1971) explains the underlying causes of the social movements and the political atmosphere that invaded North America and Western Europe throughout the 1970's, which included the rise of environmentalism, the civil rights campaign in the United States, the counterculture groups and the women's second wave movement. Some authors have shed the light on the substantial political and social developments that have stemmed from the massive participation of women in the market. However, the evolutions made possible due to an increase on the participation of women in the economy, that many studies have tried to emphasize, have turned, in fact, into an "endemic problem" for most of them, due to their low wages and the reinforcement of segregations in labor and domestic tasks (Inglehart and Norris, 2003).

If, in one hand, the Second World War forced women to occupy a place in a workforce that was dominated by men until then, the end of the war generated another social movement that yelled for women to return to domestic life (Ferreira, 1998). By then, it was common to see policies proclaiming the need for the workplace to be returned to men, sometimes even resorting to advertising to reinforce the notion of the home "fairytale". The impacts were stronger in Roman Catholic countries, with several actions being taken by the Church and governments, such as the enactment of laws to discourage employees from hiring women and the development of ideological arguments that positioned women in the role of the mother educator and promoter of harmony at home and in the family (Ferreira, 1998).

From the 1990's on, women started to be defined as an asset to promote economic growth. But, even with this new perspective, Inglehart and Norris (2003) noted that "in many countries legal rights for women remained limited; a comprehensive review of legislation in over 100 countries by Humana (1992) found that, in the early 1990's, women still lacked many basic rights, such as the right to own land, to manage property, to conduct business,

and even to travel without spousal consent" (p.6). The authors reinforce that, aligned with industrial and economic transformations, a strong cultural change reshaping the structures of our society is also in course.

Throughout decades, the evolution of the role of women in society came alongside the adoption of legal and political tools to evaluate and promote equality. Political and normative instruments have often given legitimacy to rhetorics on gender equality in the viewpoint of economic competitiveness (Gill, 2014; Johnson, 2017). From the 1970's and so forth, several instruments have proposed that inequalities between men and women in work be reduced in task performing, hierarchical levels and gender ratio representation, as seen through the UN's 1979 *Convention on the Elimination of all Forms of Discrimination against Women* or the European Commission's 2010 *Women's Charter*, which have tried to promote equal access to the market and economic independence for women, through the elimination of pay gaps, the eradication of gender violence and the development of a gender balanced decision-making process inside companies (Verniers and Vala, 2018). However, these instruments have often centered their focus of attention in economic competitiveness rather than the social dimension (Casaca, 2014). Ferreira (1998) and Federicci (2013) add that the value often attributed to women and to gender equality issues has become part of a production and reproduction system, in which the market sets the needs in terms of jobs, salaries and opportunities for growth.

These questions reverberate into today's reality, where inequalities regarding the salaries of men and women still persist. According to the Commission for Equality in Labour and Employment (CITE), in 2015, women in Portugal earned, on average, 16.7% less than men (CITE, 2015). From 2015 to 2017, the salary gap between men and women, regarding a basic monthly remuneration, decreased from 16.7% to just 16,3% (Eurostat, 2017).

Numbers of salary disparity between men and women in Portugal (%)

	2010	2011	2012	2013	2014	2015
Average monthly wage	18	18	18,5	17,9	16,7	16,7
Average monthly profit	20,9	20,9	21,1	20,8	20	19,9

MTSSS/GEP. People frame - 2015

Table 1: Remuneration disparities between men and women in Portugal, in percentage 2010-2015(Eurostat, 2017).

The majority of the EU countries, Portugal included, recorded a higher gender pay gap (in absolute terms) in the private sector than in the public sector (see Table 2) (World Economic Forum, 2018). Also, in Portugal, the Ministry of Labor, Solidarity and Social Security disclosed that women earned 18,5% less than men, notwithstanding the fact that they represented 60% of the working force in Portugal (PWC, 2015).

According to UN Women (2015) "while 'pure' discrimination is associated with employers who deliberately choose to pay women less than men for the same jobs, other components of the gender pay gap are often attributed to gendered preferences (i.e., women 'preferring' jobs in less remunerative sectors) or life choices (i.e., women acquiring less work experience because they 'choose' to take time off to care for their offspring)" (Paoloni and Lombardi, 2019, p,45).

**The unadjusted gender pay gap
by economic control (%), 2017**

	Public	Private
Belgium	-0.2	9.1
Bulgaria	17.9	12.2
Czechia	20.0	22.3
Denmark	11.7	15.0
Germany ⁽¹⁾	12.8	23.0
Spain ⁽¹⁾	15.9	19.3
Croatia	9.0	6.5
Italy ⁽¹⁾	4.1	20.7
Cyprus	-6.6	22.8
Latvia	13.6	13.4
Lithuania	14.2	15.7
Hungary ⁽¹⁾	14.3	14.3
Netherlands	12.7	21.1
Poland ⁽¹⁾	2.8	16.1
Portugal	13.0	22.5
Romania ⁽²⁾	5.4	7.0
Slovenia	11.0	8.2
Slovakia	13.5	21.4
Finland	18.3	16.2
Sweden	9.8	11.2
United Kingdom ⁽¹⁾ (³)	23.9	21.8
Iceland	12.2	15.6
Norway	8.5	17.2
Switzerland	17.6	17.8

Table 2: The unadjusted gender pay gap by economic control, in percentage, 2017

Despite improvements, numbers show that equality is still a distant goal, particularly when intersecting labor and economic issues with race/ethnic origin and gender. According to a research conducted by Forbes among 500 companies from the United States, senior positions within organizations were not diverse, nor egalitarian: female Chief Executive Officers (CEOs) represented 4,8% of the sample, while Hispanics, Asians and African-americans ensured, respectively, 2,2%, 0,8% and 0,6% of the posts (Corporate Women Directors International, 2018). Low numbers for racial/ethnic diversity in the workforce were also observed by Grant Thornton, through a study conducted in 35 countries (Pope, 2018).

In spite of the differences in social and economic indicators, equality and diversity issues are not exclusive to developed or developing countries. They are related to those who want to improve potentialities through an inclusive agenda:

“Importantly, while the above does suggest a relationship between gender parity and gross national income - with a growing body of research and evidence strongly suggesting that gender parity can become a key driver of prosperity and national

income growth - the Index finds little evidence that a high GNI is in any way a prerequisite to making progress on gender parity” (World Economic Forum Report, 2017, p28).

In the EU, responses have been developed to mitigate gender gaps, through political agendas, regular management and indicators to measure actions. In its latest strategy, the EU has set an objective to ensure a 75% increase in women’s and men’s equality in work opportunities, for workers ranging from 20 to 64 years old, in order to reduce barriers that still hinder women’s full participation in market dynamics (World Economic Forum Report, 2017). If, on the one hand, women represent a majority in certain domains of the market and academia, on the other earning and organizational disparities and patriarchal stereotypes are still prevalent.

Decades of development have shown that societies must be prepared to evolve alongside equality, otherwise the efforts and the results in mitigating gender gaps will remain restricted to just some countries and companies. Equality is a long road to be driven by those who believe that gender, color, race and/or beliefs do not define the potential that stems from an individual worker. For gender equality to be embraced, structural changes must be aligned in the political, economic and cultural fields (Walker, 2017).

2.1 Education: a silent but strong weapon for equality

For the common sense, by definition, gender falls into two distinct categories - men and women -, in face of their differences. In this context, sex and gender are not synonymous, because they describe different aspects of the same reality, at a behavioral level (Inglehart, & Norris, 2003; Fisher, 2013; Pereira, 2017; Torres, 2018). Between the 1950s and 1960s, through the influence of feminist movements, the notion of gender gradually replaced the notion of sex, in order to allow for a definition that had to do not only with biological sex, but also with different social and learning constructions made by individuals (Inglehart and Norris, 2003).

“‘Gender’ refers to the socially constructed roles and learned behaviors of women and men associated with the biological characteristics of females and males. In

many societies, rigid gender roles determine the rights, resources, and powers of women and men, notably the division of labor in the home and workplace. In others, men's and women's roles are more interchangeable, and innate biological differences lead to fewer social expectations. Where a culture of gender equality predominates, it provides a climate where the jure legal rights are more likely to be translated into de facto rights in practice" (Inglehart and Norris, 2003 p.8)

Another perspective on gender can be made around its performativity as a repetition of an act already naturalized in the context of the body, as explained by Butler (2017). The idea that gender is performative intends to show that what we consider to be an inner essence of gender is, in fact, a fabrication through a sustained set of acts postulated by the stylization of the gender of the body, thus giving us the idea of gender as a constructed code, as referred in Simone de Beauvoir's *The Second Sex*: "One is not born, but rather becomes, a woman" (Butler, 1986). Not despising the discussions underway in academia concerning the definitions of gender and its social representations and asymmetries, for the purpose of this work I will resort to the gender representation of man and woman, which takes the body as a figurative mean for constructing identity.

To understand gender, one must overcome barriers and build bridges in society, through the deconstruction of stereotypes and the embracement of equality. In this sense, several authors have proposed the idea that education is an important tool to promote a sustainable engagement that can lead to cultural and behavioral changes, as most notably seen through the case of Maria do Mar Pereira (Pereira, 2017), which has nurtured and provided recommendations on ways to improve education, employment and entrepreneurship in different contexts.

Numbers prove that, along the years, women have gained an important and representative presence in education. An index from the World Economic Forum (2017) highlights how female literacy rate improved over male numbers, leading to educational attainment (see Chart 3). Even though the 20th century was a period of rise in women's education and salaries, the discrepancies of choice in education for men and women were still identifiable just a few decades ago (World Economic Forum 2018). If, in one hand, doors were opened for all women to study, on the other restrictions were initially created for them to attend

courses that were reserved to men, while women were pushed into courses deemed to be more “feminine” (World Economic Forum, 2018).

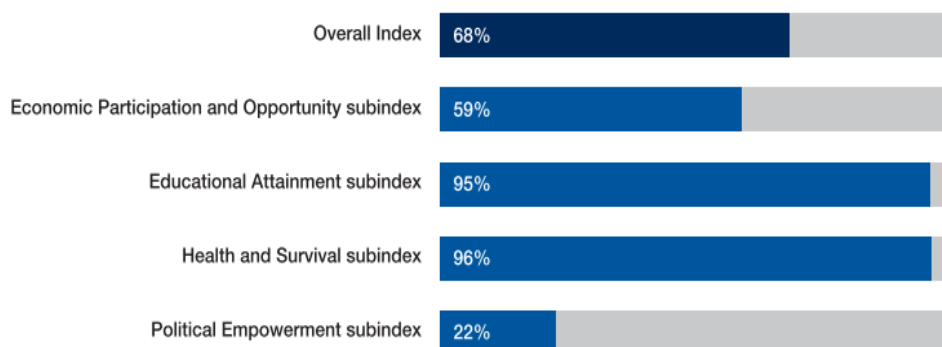


Figure 1: Global gender performance in five analysed areas by the World Economic Forum-2018 (WEF, 2018)

Nonetheless, there are still gaps in educational areas, like in Science Technology Engineering and Mathematics (STEM). A research conducted among EU countries, showed that only 20% of women, aged 30 or more, holding a university degree in Information and Communications Technology (ICT), had decided to stay in the industry, with reasons for women to leave STEM areas pointing out to the negative effects associated to workplace culture (World Economic Forum, 2017). In 2019, the World Economic Forum, in collaboration with LinkedIn, presented, for the first time, numbers for gender gaps in Artificial Intelligence (AI). The investigation found out that just 22% of AI professionals working worldwide were female, contrasting with 78% of men (World Economic Forum, 2018). If not properly addressed, gender gaps in AI will hinder the capacity of the sector to innovate and develop an inclusive capacity and ethics; furthermore, gaps regarding the participation of women in the area represent a missing opportunity for a professional domain that is facing a lack of availability of qualified workers (World Economic Forum, 2018). To sum up, the fragilities of women’s participation in science can be illustrated through the following statement:

"Scholarship on this subject has observed in several occasions that frequently young women do not even plan to go into scientific or academic careers due to low self-esteem: essentially many of them have socialized gender stereotypes, so

that they believe that science is only for men." (Paoloni, & Lombardi, 2019, p.50).

Although the studies who have focused on gender teaching and on cases of schools that have introduced the subject are very recent, the current scenario suggests how important it is to bring the theme into constructive thinking. In a study called *Power, Knowledge and Feminist Scholarship: an Ethnography of Academia*, Pereira (2017) concluded that the presence of gender and sexual stereotypes in Portuguese schools, and in society in general, can evolve to complex cases of inequality, marginalization and bullying, which can harmfully impact on children and adolescents. The author demonstrates that the deconstruction of stereotypes at school can help children and adolescents to develop healthier relationships, improve their health and academic performance, increase their self-esteem and reduce verbal and physical violence in the playground (Pereira, 2017).

A report from the European Parliament, dated June 2013, referred to the need for the EU Member States to give special attention to the eradication of gender stereotypes and to value the educational role played by schools and universities in this regard (Casaca, 2014). Around the world, some improvements and investments on policies for gender equality have seen the daylight, from primary to college levels, as seen in Australia (*Safe Schools Coalition* program), New Zealand (*Gender Inclusive Schools* initiative) and the United States (Peralta Elementary School) (Helena, & Pretto, n.d.).

Some studies point out to a correlation between educational levels and gender equity, in which the educational level hold by family members plays an important part. Torres (2018) reveals the strong influence and relevance that the mother's schooling level can have over the school performance of her sons and daughters. In this context, according to the Gender Equality Report (2017), the Portuguese educational system still presents a traditional social structure, compared to other European countries, with low rates of higher education, low international test results, a recent public investment in education (partly funded by the EU), low private investment, a selective but undifferentiated secondary education model, high levels of reprobation and a centralized structure at the national level.

Throughout their educational and professional journeys, as more tasks and responsibilities are added, women's performance and levels of satisfaction with life tend to decrease, a

situation that is even more severe for women having limited access to education and lower wages. This reported behavior was mentioned in a study conducted by Sagnier and Morell (2019) on Portuguese women, which identified a generalized pattern of dissatisfaction among them and the prevalence of difficulties in professional growth caused by the accumulation of tasks and an inadequate division of tasks with their companions. One conclusion that can be taken from this report is that women's journeys throughout their lives are dependant upon several factors, choices and interlocutors, including universities and employers. In this context, creating an intersection between these points is superlative for thinking about gender equality in a more comprehensive way.

In this way, a very consistent work has been done by The American Institute of Architects and its project to improving the representation of women and people of color in the field of architecture. The project has been centered on develop a comprehensive data collection and analysis system to track the diversity of the profession over time in order to embrace and evolve mechanisms to enrich the representativeness in the segment. The nature of this project will allow the data to lead a better understanding of who enters and succeeds in the profession and why; and who leaves the profession and why, in other words, will focus on the journey of the underrepresented people in the architecture fields (AIA, 2015). From 2015 to 2017, the project collected valuable information on its database able to show a huge range of programs around United States that benefits the diversity and inclusion at architecture area of study and work. Those programs highlight the importance of develop strategies in the early stages of professional life in architecture, from elementary school to university in order to increase the presence of minorities in this area. (AIA, 2017)

Another concern mentioned in gender studies, namely by Pereira (2017), has to do with the academic context and the epistemic choices that are made to engage, or misclassify, the role of women inside institutions and the workplace or in society in general:

“These examples show that the same name can be used to 'denote' very different positions vis-à-vis scientificity. In Portugal, for instance, some scholars prefer *Estudos sobre as Mulheres* (literally, studies about women), because they consider that is the term best placed to uphold a politically-engaged analytical stance. “ (Pereira, 2017, p.35).

The discussion and inclusion of these concerns at the university should be taken into consideration by academic institutions, if they are ought to promote an egalitarian approach

and a diversified focus for student development. The epistemic status and interpretation that are given are a relevant detail, as defended by Pereira (2017), who noted that “women’s studies” are frequently associated with biases, partiality and/or less assertiveness, whereas “gender studies” are more perceived as something that is ‘less threatening’ and ‘more acceptable’ in academia. Social norms structure people’s life and the way they see, feel and turn into practice economical and political statements. In particular, if “gender refers to the socially constructed roles and learned behaviors of women and men associated with biological characteristics of females and males” (Inglehart and Norris 2003. p.8), the unconscious biases are strictly related to the perpetuation of a culture that does not evolve. In other words, culture can enable society to adopt attitudes, values and beliefs that are more aligned with gender equality:

"But we argue that cultural change is a necessary condition for gender equality: women first need to change themselves before they can hope to change society. In turn, cultural change lays the basis for the mass mobilization of women’s movements and broad support for public policies that reinforce, consolidate, and accelerate the process of gender equality (Inglehart and Norris 2003. p. 9)."

Teaching is a strong collaborative tool to promote a scenario of transformation, as we can observe, today, in some countries that have been looking into new ways to talk on gender and diversity to its youngest pupils (Unesco, 2014). Cultural changes can prevail over business and labor market attitudes and, in this sense, the teaching and experimenting that take place at the university can promote a more conscious generation of people to deal with gender equality (Inglehart and Norris, 2003; Paoloni & Lombardi, 2019).

Since the 1980’s, that social changes have caught the attention of companies, pressing them to develop policies for diversity and inclusion. Human Resources departments have led the efforts, through a range of tools, programs and training programs aimed at promoting real transformations inside the business world (Anca & Aragón, 2018). Today, diversity strategies include also data, diversity scorecards and several new scenarios developed by specialists, from Human Resources to Sociology and to Technology (Bohnet, 2016). However, few of them have talked about teaching gender equality in a transdisciplinary way. An exception where these issues are addressed in a comprehensive way seems to take place at universities where human studies are part of syllabus.

In Portugal, Universidade Nova de Lisboa (UNL), Universidade Nova SBE with Project SPEAR (Supporting and Implementing Plans for Gender Equality in Academia and Research), Universidade de Lisboa (UL), Instituto Superior de Ciências do Trabalho e da Empresa (ISCTE) with master's degrees, specialization and Phd in Gender Studies, Universidade de Coimbra, with its Phd in Feminists Studies, Universidade Aberta (Master in Studies about Women - Gender, Citizenship and Development), Universidade Beira do Interior, Universidade de Trás-os-Montes e Alto Douro, Universidade de Aveiro, IPAM e IADE-Universidade Criativa, Universidade do Minho and Instituto Superior de Economia e Gestão (ISEG) have developed specific courses on gender and/or have encouraged discussions on these issues at the classroom, through established or complementary disciplines.

A question that stands out in the framework of this discussion has to do with the role of creative industries in the context of gender and diversity. In this sense, it is also important to know if they are contributing to perpetuate biases and stereotypical behaviors or, on the contrary, if they are embracing social changes. The contribution of universities trespasses the economical aspect to create possibilities and development in our society.

3. When Design Embraces Equality

The debate on the role of women in design intersected with discussions on Postmodernism, especially during the second wave of feminism (Clark & Brody, 2009). The transformations in manufacturing processes and the new patterns of consumption that emerged during that period also brought a light into women's relation towards design, in aspects concerning its theory, production and consumption (Clark & Brody, 2009).

“To compound this omission, the few women who make it into the literature of design are accounted for within the framework of patriarchy: they are either defined by their gender as designers or users of feminine products, or they are subsumed under the name of their husband, lover, father or brother. Feminist theory, I argued, offered the theoretical tools to challenge the ways in which women's interaction with design was recorded. In particular, feminist theory enabled us to delineate the operation of patriarchy; it provided a method for conceptualizing gender and femininity, the sexual division of labor, and the hierarchical positioning of certain aspects of design over others”. (Buckley, 2009, p.283)

In fact, gender imbalances in design have long contributed to develop certain social and cultural understandings made on the status and roles attributed to men and women, in biological and behavioral terms (Clark & Brody, 2009). This is often reflected in the creation of products, services and communication patterns designed according to those differences and with the intention of targeting certain market niches (Clark & Brody, 2009). Throughout the ages, from theory to conception, there have been differentiated ways of thinking and creating design that are adapted to and accepted by each gender. However, a stronger emphasis on masculinities has prevailed in design, as defended by Pat Kirkham in *The Gendered Object* (1996). Reimer (2006) also demonstrated how a male prevalence in the United Kingdom's (UK) design industry contributed to emphasize certain hegemonic masculinities, as seen in the advertisement of job postings (e.g. “junior”, “middleweight” or

“senior”) or through the stereotyped inferences made about the mother’s parenting responsibilities.

In this context, one can understand that when design does not propose itself to reflect and position alongside new social formations or contexts, it is contributing, directly or indirectly, to perpetuate models that do not potentiate social and economic growth, nor it is contributing to develop an evolutionary role.

3.1 The inequalities in creative industries

The effects of gender inequalities are strongly evident in the EU’s market and economies, particularly in aspects related to participation in the workforce, wage disparities, sex-segregated educational choices, precarious employment conditions and inequalities in the division of household tasks (European Institute for Gender Equality [EIGE], 2017). Some studies have demonstrated several hardships suffered by women, such as isolation, marginalization, harassment and discrimination, while working in design, advertising and architecture (Clark and Brody, 2009; Connor, Gill & Taylor, 2015; Prieto, 2017).

In what concerns the design industry, the British Council has been developing a proactive work to raise awareness, fight stereotypes and mitigate representativeness and payment gender gaps in the area. Through data collection and monitorization on parameters like age, gender, disabilities and racial/ethnic origin, the British Council identifies and assesses areas where gaps exist, in order to develop solutions for its *Equal Opportunity and Diversity Strategy* (British Council, 2016). By recognizing the relevance of equality to promote transformations in social, cultural and economic areas, the UK’s governmental agency dedicated to education and culture is resorting, too, to design methodologies to build an effective response to address those changes.

Another attempt to counter the inequalities in design can be identified through the case of the American Institute of Graphic Arts (AIGA), who developed a platform to explore gender issues in the United States’ design market and to create mechanisms to increase the visibility of women in design. AIGA uses tools, meetings, research and good practices to help

professionals and companies to resonate the contributions and achievements of women in Design and to fight biases and stereotypes formed around women's leadership in the area (AIGA, 2019). Another issue addressed by AIGA is related to racial/ethnic inclusion (AIGA, 2019), in an effort to provide opportunities for African and Latin Americans working in design, in an area that, until recently, was almost exclusively dominated by white men, as noted by Mitchell-Powell (1991).

The lack of diversity promotion in the design industry is amplified when addressed in terms of race and cultural references. An inefficient access stands out particularly for those who come from marginalized groups, such as African and Latin Americans or refugees (Walker, 2017). To understand the difficulties for design to embrace diversity, we must look into its historic, cultural and economic approaches: from European Modernism, throughout the 20th century, to the economy of scale, Design changed its behaviour to embrace the benefits of standardization and to reflect cultural diversity from the viewpoint of the market's needs (Rawsthorn, 2011). Nowadays, the discussion around the human component that develops design and influences professionals in the area, is more concerned in aligning the diversity component to represent the global and multicultural perspective (Hunt, Prince, Dixon-Fyle & Yee, 2018).

Male hegemonies seem to be more prominent in architecture. Some studies conducted in the 1980 and 1990's already raised the problem of the under representative roles frequently attributed to women in architecture, as well as the discriminatory, harassing and unfair treatment inflicted on them (Buckley, 1986; Lindenberg, 2014). The patriarchal and male-centered concepts and behaviors in architecture, both in academia and at a professional domain, are highlighted in studies like *Design Juries on Trial* and *Reconstructing Architectures: Critical Discourses and Social Practices*, who defended the adoption of educational practices as a way of reshaping the role of women inside architecture (Anthony, 1991). Anthony (2002) goes back to the theme, asserting that a more egalitarian model in architecture teaching could be achieved by addressing biases and stereotypes in classes and by adding new portfolios to syllabus.

However, the visibility of European professional women in architecture and design just came to light throughout the research work realized by the project MOMOWO – Women's Creativity since the Modern Movement (MoMoWo, 2019), a large-scale cooperation and

interdisciplinary non-profit project co-funded by the Creative Europe Programme within the Culture sub-programme that aims to share significant European Cultural Heritage forged by women working within the design professions, which has been to a significant extent "hidden from history". This study resulted in an exhibition and a more accurate perception of women's creative contribution during the century. However, these achievements and the increasing presence of women in these areas don't hide the 'glass ceiling' and the difficulties to maintenance in the career (Garcia, 2016).

All the women's contribution in architecture and design pass through Portugal and its construction of aesthetic and cultural memory, as mentioned Souto (2016) when highlights the important role of Maria Helena Matos leveling the Portuguese design to the world, as the author refers "she levelled man and women as designers, overcoming gender and putting in dialogue different crafts,(Souto, 2016, p. 277)". A contribution that amplified the presence of Portugal into the global design scenario, that construct a strong presence of quality and specialized industry.

As regards advertisement, according to a survey conducted by the *Creative Equals* project (Creative Equals, 2017), women in the advertising industry represented, on average, 29% of the teams in creative departments (in the UK they merely represented 12%), while 13% of the posts of creative director were attributed to women, with most of them being paid, on average, 7% less than their male peers. Similar data was presented by the Institute of Practitioners in Advertising (IPA), who noted that 29.6% of the posts in creative departments were staffed by women, a minor improvement from the 25% recorded in the previous year (Creative Equals, 2017). This context highlights how young women working in advertisement can face strong barriers in their professional and personal paths on issues related to motherhood, mentoring, social mobility and financial resources available to invest in their careers.

An amplified view over gender inequalities in design can give us an overlook into the social dynamics, workplace behaviors and educational aspects that affect women in their professional and personal development. Even with the ongoing transformations and increasing resources applied, reality shows that the inequalities in social and corporate dynamics are still prevalent in the area, therefore making the subject so relevant for those

who create products, services, communications and experiences intended to reflect people's behaviors and desires.

3.2 When Equality Meets Design

In the 1960's, comprehensive laws and programs started to shape what can be considered as the modern workplace (Anthony, 2002). But it was in the 1990's, that organizations realized that some approaches focused on valuing differences could represent a powerful tool to maximize the potential of its workers, and that corporate culture started to develop mechanisms to internalize the approach in which "managing diversity fundamentally changes the corporate culture" (Anthony, 2002, p.260). This managerial approach holds organizations accountable for creating an environment in which diversity not only survives, but also thrives, thus representing "a giant leap beyond affirmative action." (Anthony, 2002, p.260). According to researchers and developers in the domain of workplace diversity, namely R. Roosevelt Thomas, Jr and Marilyn Loden, the application and management of diversity is a constructive and permanent effort that requires the engagement of the whole structure of the organization and its stakeholders, from top positions to collaborators and partners (Anthony, 2002).

However, studies and awareness around these concepts have not produced spectacular results in terms of the importance achieved by these issues inside companies and the workplace (Bohnet, 2016), nor they have positively impacted in numbers on gender gaps (Anthony, 2002; Bohnet, 2016; Design Census, 2017; Grant Thornton International, 2018). In 2017, Google shared an internal memo contending against gender diversity, arguing that gender disparities could be explained through biological differences (Revesz, 2017). In November 2018, Google employees around the world protested against allegations of sexual harassment, gender discrimination and racist conducts taking place inside Google (Weaver, Hern, Bekiempis, Hepler, & Feroso, 2018). These events are an indication that further procedures and policies to ensure equality and fairer conditions for women at the workplace are needed. Workplace life demands well prepared teams to conduct the gender balance inside companies, from bottom to top leadership.

A study conducted by Catalyst (2004), suggested that diversity had an impact on the company's results, namely in financial and human capital terms. Upon examining 353 companies listed in *Fortune 500*, the research revealed that "women on their top management teams experienced better financial performance than the group of companies with the lowest women's representation, with findings being valid for both financial measurements that were analysed: Return on Equity (ROE), which is 35.1 percent higher, and Total Return to Shareholders (TRS), which is 34.0 percent higher" (Catalyst, 2004, p.2). Data collected from 1996 to 2000, also showed the growing economic power attained by women, while also identifying a positive impact in companies that leveraged female talent, therefore proving results obtained in other research and demonstrating how diverse groups, when well managed, can produce more innovative business decisions than non-diverse groups (Catalyst, 2004). Diversity at the workplace has also been studied by McKinsey. After analysing several statistics on diversity and financial results from different companies, from 2014 to 2017, McKinsey identified a strong correlation between diversity and profitability (Hunt, et. al. 2018), therefore proving how gender and ethnic heterogeneity can increase the company's competitiveness:

How ethnic diversity correlates with profitability

Likelihood of financial performance¹ above national industry median by diversity quartile
Percent

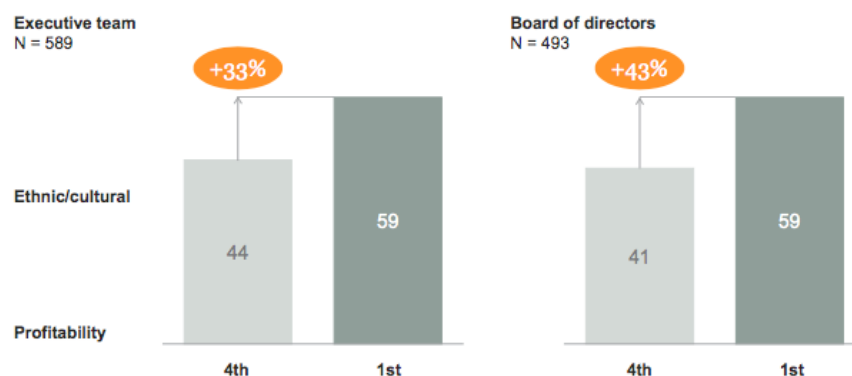


Figure 2: Report *Delivering through diversity*. McKinsey (2018)

How gender diversity correlates with financial performance

Likelihood of financial performance¹ above national industry median by diversity quartile
Percent

Executive team
N = 991

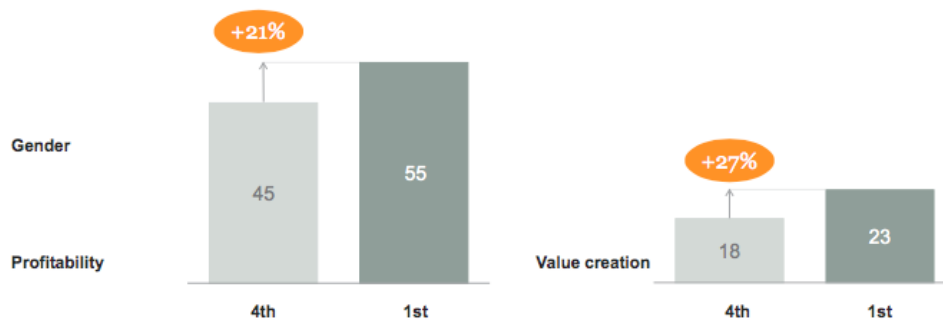


Figure 3: Report Delivering through diversity (McKinsey, 2018)

Research and data analysis in the area have shown results that validate the benefits of managing gender equality and diversity inside companies and public administration. Sonnabend (2015) conducted a deep analysis under her personal and professional perception: after monitoring, for three years, the companies listed in 2010's *Fortune 1000*, she observed that the diverse boards of directors were more common in large companies than in smaller ones; moreover, in 2013, 20.6% of board seats were held by women, contrasting with 51% of companies who, in 2011, had one or no women represented on their boards of directors. Advocating for women to have a voice in their companies boards, Sonnabend (2015) said: "We must recognize that the definition of diversity is a minimum of 20%. They cannot claim a diverse board with anything less and should comply with and be measured by this standard." (p.213). Asserting that gender equality should be imperative, and that women already having a seat at a board of directors should incentivize others, Sonnabend (2015) thinks, nonetheless, that the best way to accelerate transformation is to include men on the discussion and to show the benefits of diversity at all company's levels.

Companies ought to invest resources to overcome problems related to the unconscious bias. Even when we do not intent to categorize, when we learn about the sex of a person, gender-

related biases are automatically activated (Bohnet, 2016). The unconscious bias is almost everywhere, and more difficult to fight, and it is known how it impacts on companies' businesses (Bohnet, 2016). Identifying stereotypes helps people to understand and process information about culture and values and to realize how behavioral processes develop (Bohnet, 2016). Some companies have addressed the problem by creating specific departments, applying de-biasing techniques, creating practices and promoting diversity training among the workforce. But, according to Bohnet (2016), results are fragile in evidence and effectiveness in overcoming the unconscious bias:

"(...) billions of dollars being spent globally on the diversity training, this should give many companies time to pause. In part, a response to these disappointing results, is that few companies are trying different approaches, from implicit bias training to programs aimed at micro-inequalities, about whose impact we know even less." (Bohnet, 2016, p.54)

Paoloni and Lombardi (2019) assert that reducing gender gaps can boost economic performance in three ways: by improving social capital, namely by reducing the gender gap in education, so that an enlarged number of people can improve their talent and knowledge and give their contribution to society and to diminish the number of non-talented people who enter the labor market just because they are male; by improving demographic trends, especially if one takes into consideration that a larger number of educated women can contribute to decrease the birth rate and allow to build a better education for children - a trend that should be replicable to developing countries -; by improving economic trends, namely by promoting better wages for women, therefore improving household finances and increasing demand in macroeconomic terms. Though the improvements in education can represent a strong impact at this level, external factors related to discrimination, stereotypes and obsolete social constructions that prevail in societies and working environments are still making female participation difficult and unfair (UN Women, 2015).

According to OECD (2012), by 2050, gender equality would lead to an increase between 6.1 and 9.6% in the EU's Gross Domestic Product (GDP) per capita, representing between 1.95 and 3.15 trillion euros. Gender equality and empowered women are catalysts for multiplying development efforts, while investments in gender equality yield the highest returns (EIGE, 2017).

Taking into account not just legal aspects, today's strategies have embraced a holistic way to think and create solutions, from labor to behavioral components, to help companies improve the role of women, from suppliers and distributors to consumers and communities. Some efforts have been expanding and enhancing the company's talent pool, namely through empowerment of socially underrepresented groups in race/ethnic, gender and identity terms, improvements on products and services for female customers and boosting of equilibrated decisions on gender at top positions (Madgavkar, Elingrud & Krishnan, 2016). Companies like Unilever, Procter & Gamble and IKEA invested in programs to develop women's skills in vocational training and encourage women's engagement in areas related to science and technology (Madgavkar, et al, 2016).

The interest in gender equality seemed to increase over the last decade, but today, more than ever before, the subject has gained relevance in an intersectional way. As defended by web designer Oliver Lindenberg (2014), in creative areas, like design, the industry is responsible to promote balance and to foster new talents and contributors, with a representative gender ratio. In the industry of design, caucasians (60.4%) and women (53.5%) represent relative majorities (Design Census, 2017). But race/ethnic diversity are part of the picture in the creative field, too, entailing different experiences, perspectives and approaches. In this context, organizations and companies have been creating ways to empower women and to alleviate gaps, Once again, AIGA developed an agenda to promote gender equality in the United States' creative market, through AIGA's *Women Lead Initiative* (WLI), which is committed to empower women in design and advancing on vital discourse on issues dealt by women professionals (AIGA, 2018).

Some universities have created a Chief Diversity Officer (CDO), a high-profile employee who is responsible for promoting diversity at the highest levels of university governance. However, after analysing more than 4.000 students, from 2001 to 2016, Bradley, Garven, Law & West (2018), did not identify a significant impact in the academic community derived from this post.

When many different approaches do not work in the market, a good approach could be to step back and think about the role of universities in developing egalitarianism at the workplace and in businesses. After all, if the university prepares people to face the market,

one can suggest that the university should be the place to confront the unconscious bias and to design behavioral approaches that work better inside companies, for a more egalitarian approach in society and businesses.

3.3 A possible change

From the last century until now, many measures have been adopted to maximize the potential of individuals, value differences and manage diversity. Legal enforcement and the voluntary adoption of quotas in companies and public administration have been used to increase the presence of women. Phrases like "the basic aim of valuing diversity is to create a more flexible, diversity-friendly environment where the talents of all employees can flourish and be leveraged for individual, work team and organizational success" (Anthony, 2002, p.260) are echoing inside companies. In fact, the statement implies not only a long-term dedication to the issue, but also a need to involve and prepare stakeholders in a systematic and holistic way.

Changing decades of gender disparities is mostly a gradual process of cultural and behavioral transformation (Brooks & Mackinnon, 2001), which leads us to think that the path to a more egalitarian world can be achieved by moving the bases of education. Through education and by using a holistic approach, results can be achieved inside some companies and design, too, can be a useful tool in this regard. For instance, Deloitte applied a Design Thinking tool to problem-solve an ideal approach to detect implicit biases and to create solutions that were more adaptable to deal with issues related to stereotypes and women's empowerment (Deloitte Consulting, 2019).

"Fortunately, Design Thinking offers organizations a powerful way to recognize and reduce the impact of implicit biases in the workplace. Design Thinking's human-centered problem-solving approach can help leaders understand what facets of their culture and decision-making practices may be driving biased outcomes, and what design changes can be made to counteract implicit biases in play, including those related to gender. With empathy, exploration, and experimentation as its guiding principles, Design Thinking can enable leaders to understand what bias-driven obstacles their employees may face, informing design

solutions that aim to tackle bias, reduce biased outcomes, and empower a diverse workforce for all." (Frank, A., Connors, K. & Cho, M., 2018, p.2)

A more amplified use of design techniques and tools can be a good approach to promote diversity and equality. Groat and Abrentzen have shown how a good use of design can be put into practice not just at the workplace, but also earlier, at school or university, as seen in their challenge for architecture teaching to combine social dynamics, pedagogical practices and adequate syllabus, so that students can face the male-centered culture (Anthony, 2002).

The implementation of a gender equality agenda at universities and schools is not surprisingly new, as some behaviours inside academia tend to reflect the inequalities of the patriarchal model also prevalent in teaching. At the University of Lausanne, it was found that most decision-making on management and financial issues inside the university are at the hands of men, even if women represent a majority of employees and students: "The percentage of women in governing decision-making organs does not exceed 26%, and is usually around 20%, but decreases further up the hierarchy. The percentage of female deans and presidents is below 10%" (Steinhorsdottir at Pétursdóttir, n.d., pg 13).

In projects, such as the one conducted by Walker (2017), an amplified approach of design, in which problems in diversity and equality are put at the center of discussions through a holistic experience conducted at the academy and the workplace, was adopted. As Anthony (2002) says, "ideally, (...) must infiltrate the mainstream curriculum, and diversity issues ought to be incorporated into required courses" (p. 263). A statement from Anthony, made in 2002 (Anthony, 2002), still prevails nowadays: "The schools still prepare students for traditional, design-oriented careers, which lead to expectations which are constantly frustrated to redefine and re-educate" (p. 263). If one wants to use design to bring transformations that intersect people, universities and communities, it must face the paradigms of women's life and the role of students and professionals from creative industries. In this sense, the university tends to incorporate a diverse, experimental and constructive environment that can be useful in promoting a more egalitarian society.

This research believes that, through design, it is possible to manage and implement better solutions to achieve a holistic approach regarding university's decisions and actions. The

thinking model used in design and its lens can strategically help us to bring new solutions in what regards a coherent proposal to practice gender equality at the university.

4. Methodology

4.1 Research design and methodological approach

The present work was developed through an exploratory method, according to Yin's (2009) classification of research design methods. An exploratory research presupposes that a flexible and an investigative working methodology is used and that its findings are topic specific and passable of interpretation outside the analyzed case, but with limitations (Yin, 2009).

The combination of different methodologies can help to draw new perspectives and to give a more complete and in-depth insight to the research (Denzin, 1978, and Denzin & Lincoln, 1994, cited by Stickdorn Hormess, Lawrence & Schneider, 2018). A quantitative approach was used to analyze data collected from a survey conducted among university students and other taken from census and researches done by specialized organizations that provided numbers at a larger scale to compound the assessment. Regarding the qualitative approach, the assessment focused on information collected from literature and interviews, done exclusively for this study, with people from academia and specific professional areas. This last approach provided vivid and real information and the human subjectiveness component, in order to bring a deeper understanding of the theme, that other methods could not give. As mentioned by Lammi (2010), when used as an element of research, the social world can provide a holistic and an experimental context and, even in small percentages of sample, it can provide real insights.

This work unfolded along four main cumulative stages:: (i) literary review, intended to provide context and preliminary analysis on the topics of discussion; (ii) data collection on gender issues, through a questionnaire conducted at the university selected for study and interviews made with professionals and teachers; (iii) analysis of data and information and

mapping of gender inequalities, to evaluate the situation at the university, in terms of gender culture and adoption of these topics, and to provide ideas and lines of action for the next stage, and (iv) application of design tools and formulation of recommendations, in order to build a model for the adoption of gender equality principles and practices at the university and build final recommendations to put into practice the former.

The literary review, presented before, encompassed varied bibliography, such as articles, books, studies and research papers, in three areas of discussion: (i) studies on women, namely discussions on feminism, status of women in the workplace - and its evolution in recent history -, women's relevance in creative and design industries, gender inequalities in the labor market and stereotypes and unconscious bias linked to gender; (ii) equality and diversity in design, in which the context, usage and structures in design that have turned the discipline into a strategic component for business and social evolution were covered; and (iii) design as a strategic tool in creative industries, in which the review addressed the role of design in creating solutions for the creative industries and in developing new cultural and behavioral references in the market.

Additional data was collected to support the analysis and mapping of gender inequalities and to help identify practices and behaviors to be worked out. In this context, a questionnaire was elaborated based on the model provided by the Leymann Inventory of Psychological Terror (LIPT) (Leymann, 1990), in which 45 clinical and epidemiological behaviors, that typify situations of harassment at work, are identified. The behaviors are organized in five categories, which describe different impacts suffered by the victims: limitations on communication, limitations on social contact, personal discredit, professional disregard and impacts on physical health (Leymann, 1990). These behaviours were adapted to the context of the university and the students analysed in this work. The demographic part of the data collection about the participants had some sensitive themes such as: race, gender ideology, gender representation, cultural identity and intersectionality. These kinds of studies don't present this type of data, because of the restrictions in data law legislation in Portugal, so in order to gather the data we thought relevant to this study, we found the need to have the participants full informed consent about it.

In addition, the method of interviews was used to gather information to confront the elements that were taken from literature and the survey. Teachers and professionals linked to the topics

under discussion were selected and invited to participate in the interviews, in which these topics were broached in detail.

In the last stage, Design Journey techniques, through tools like Personas, Journey Maps, Systems or Ecosystems (Stickdorn, et al., 2018), were used to develop different solutions to promote gender equality practices at the analysed university. This methodology was the result of an evolution of design over time, particularly from the 1990's on, as described by Liz Sanders, the founder of Make Tools and a pioneer in design research (Szczepanska, 2017):

"This human-centered design revolution is causing us to rethink the design process. In order to drive the human-centered design revolution, we need to tap into the imaginations and dreams not only of designers, but also of everyday people. New design spaces are emerging in response to everyday people's needs for creativity" (n.d).

In fact, Design has evolved to become, nowadays, a discipline and a research tool that can better address problems and involve people, through its holistic, collaborative and empathically components, as mentioned by Suri cited by Szezepanska (2017):

"Design research both inspires imagination and informs intuition through a variety of methods with related intents: to expose patterns underlying the rich reality of people's behaviors and experiences, to explore reactions to probes and prototypes, and to shed light on the unknown through iterative hypothesis and experiment." (n.d).

For the purpose of this work, the Design Journey technique was chosen to conduct an experiment on gender equality, as it is a tool that features an oriented percuse and describes a journey of a user/person, by representing the different touchpoints that characterize his interaction with a service, an experience or a product. The results and ideas generated in the design equality process paved the work for the final recommendations. For a broad spectrum of intervention, these recommendations were organized according to the areas mentioned in the university's *Declaration of Compromise for Gender Equality* (IADE, 2018). Through this, the study was able to suggest transformations for the university that were based not only on previous experiences on training in gender equality, but also on information collected among the students, teachers and professionals.

4.2 Formulation of the problem

In recent decades, governments and several companies in different economic sectors have started to adopt a wide range of measures intended to embrace diversity and gender equality at the workplace, from the approval of legislation to training of employees. The motivations and reasons behind these measures are variable, from the desire to value brands to a real recognition of the social dimension of the problem. Though improvements are identifiable, the real transformations in the *Global Gender Gap Report*, published by the World Economic Forum, and in other indexes have not occurred at the same perceived level as the proportion of investments allocated to the cause, as one can understand from a variety of data and assessments collected from literature (Inglehart and Norris, 2003; Bohnet, 2016; World Economic Forum, 2017; 2018).

At the academic level, although a significant increase in the number of women attending the university has been recognizable, this appears not to have translated into substantial actions and/or changes to counter the gender imbalances that still abound inside academia. Among other examples, these imbalances are visible in the perpetuation of behaviors that typify situations of sexual and moral harassment at school and the university (Oliveira et al, 2016; Pereira, 2017), the small proportion of women having a seat at decision-making organs in universities (Steinhorsdottir at Pétursdóttir, n.d.) or the social constructions made on academic degrees deemed to be “less feminine”, as in science or technology (Inglehart and Norris, 2003; Paoloni, and Lombardi, 2019).

In the domain of creative industries, approaches towards a recognition of diversity and discrimination towards women have ceased to represent isolated cases, in an area that aims to position itself in an innovative and competitive path. Nevertheless, several authors point out to the fact that gender-related problems persist in the area, as seen in the unequal access to creative work or insufficient professional recognition given to women designers (Sang et al, 2014), the salary gaps and cases of harassment that still abound in the industry (Prieto, 2017) or the problems derived from the prevailing stereotypes and gender unconscious bias (Bohnet, 2016).

All these layers of assessment show us that, in spite of progress, the real transformations concerning attitudes and social and cultural constructions towards women and diversity are still not echoing truly and broadly in society and the labor market. To counter this context, some authors propose that universities ought to represent a role in confronting gender biases and stereotypes and stimulating behaviors that are in accordance with equality principles, so that the real transformations in companies and business can occur (Anthony, 2002; Inglehart and Norris, 2003; Casaca, 2014; Pereira, 2017; Paoloni & Lombardi, 2019). Although some studies have addressed the issue of gender equality in the context of universities, few of them have proposed solutions on how the university itself could contribute to overcome gender imbalances. This context points out to a central question that this study intends to address: how can design contribute to universities have a more active role in gender equality?

4.3 Presentation of the case study

Part of the analysis was centered in the case of IADE Creative University Lisboa (IADE Lisboa), a private university from Portugal, whose formative offer consists of several bachelor, master and doctoral courses and post-graduate studies in the areas of design, technology and communication. The study was authorized by the university, therefore providing an opportunity to use an educational institution as a focal point to collect data and information intended to trace a picture on the prevalent culture and policies on gender. The importance of this subject is centered on the fact that the university is the institution responsible for training professionals for creative industries, so using this model to carry out an experiment where the design tools can be applied, is a way to stimulate and test the potential in a wide range of processes and tools to reach strategic solutions that can contribute to overcome problems in the studied case.

In 1969, IADE Lisboa was the first university to introduce the teaching of Design in Portugal. In the 1980's, the formative scope of the university was diversified to include marketing and advertising areas, while, in 2000, a Research & Development (R&D) unit focused in design and communication was created in its organizational structure. In recent years, the university received different international prizes and recognitions for its educational practices in design (IADE, 2019).

IADE Lisboa has recently embraced a policy to promote gender equality and diversity within its organizational structure and campus life, with the most significant decision on the matter being the signature, in 2018, of a *Declaration of Compromise for Gender Equality* (IADE, 2018). The document stipulates seven compromises to promote equality among the university's workers and students in terms of rights, salaries, career opportunities and team/projects leadership (IADE, 2018): (i) the promotion, among the students, of a zero discrimination environment in terms of gender, (ii) an effort to raise the awareness of the community for the problem of gender inequality, (iii) the promotion, among the employees, of a zero discrimination environment in terms of gender, (iv) the adoption of a career promotion policy that is based on merit, and not solely on gender, especially regarding the assignment of leadership positions, (v) an effort to guarantee that diversity and multiculturalism are valued and stimulated inside the university's community, (vi) the promotion of a balance between professional and personal lives for all of the university's community members and (vii) a compromise for the university to comply with an ethical code of conduct and to adopt a zero tolerance attitude towards any form of discrimination or inappropriate behavior that can harm its community (See the Declaration at Attachment A).

According to information provided by IADE's Student Experience Department, the students enrolled for the 2017-2018 and 2018-2019 academic periods, during which the study took place, were distributed as follows:

Designation Course	2018 - 2019		2017 - 2018	
	Female	Male	Female	Male
Master in Branding and Fashion Design	63	6	44	2
B.A in Design	434	219	433	242
B.A in Photography and Visual Culture	75	38	71	47
B.A in Marketing and Advertising	491	287	435	257
B.A in Global Design	72	33	51	25
Master in Design and Visual Culture	83	43	75	35
Master in Interaction Design	13	15	7	8
Master in Product Design and Space	17	10	13	12
Master in Design Management	32	17	19	11
Master in Design and Advertising	59	14	49	15
Master in Marketing	2	1	14	4

Student Experience Department IADE, 2018

Table 3: Number of students enrolled per course in the 2017/2018 and 2018/2019 academic periods. (IADE, 2018)

5. FIELD WORK RESULTS

5.1 Findings on the student's survey

To identify the perceptions, interests and levels of recognition towards gender issues from the students of a university linked to creative industries, a close-ended questionnaire on gender and harassment was created, partially based on the LIPT model (Leymann, 1990). A copy of this questionnaire can be consulted in Appendix A. The questionnaire was distributed to the students from seven different classes of IADE Lisboa, randomly chosen, between December 2018 and February 2019, with a total of 46 respondents being registered.

Taking advantage of their experience at the university, the questionnaire served as a tool to capture the student's viewpoint on gender-related topics, like the level of awareness for the problem, ways in which the subject is addressed in classes or value given to its debate inside the university. This represented an opportunity to confront new information with the market's perceptions and realities in terms of gender. By crossing the university's reality with the market's needs, one can think of and plan solutions to address gaps, for instance in terms of workforce development, and design strategic recommendations that are based on a holistic perspective, in which gender equality is not a single theme, nor an isolated sphere.

The first questions in the survey addressed the level of engagement and relevance given to discussions on gender at a personal and institutional level. In this context, although the total number of students enrolled at IADE Lisboa showed that the university had a high representation of women (65,6% of women and 34,4% of men), the data collected from the questionnaire pointed out to a discrepancy to the importance that was given to the discussions on the topic in classes and at an institutional level. Indeed, more than 50% of students reported not to have heard about gender equality being discussed inside IADE Lisboa, notwithstanding the fact that 67,4% of them considered it to represent a topic of personal interest.

Q 11: Have you discussed topics such as diversity and equality in this university?

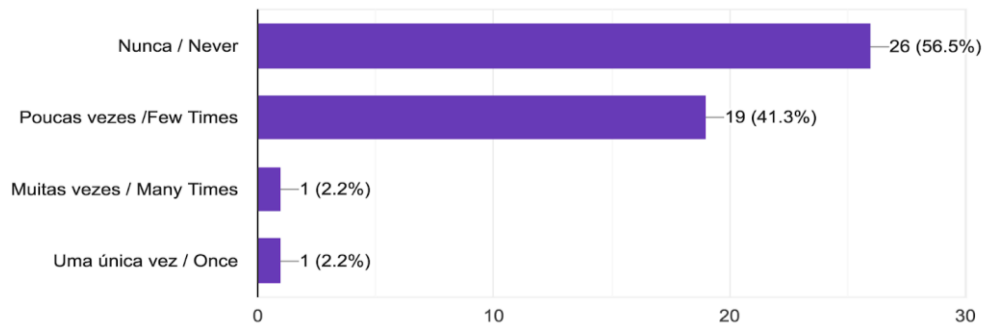


Figure 4: Question 11

Q6: About the subject gender equality...

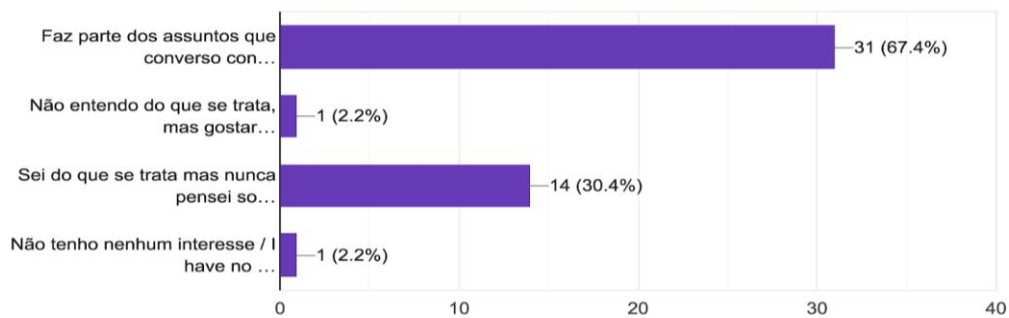


Figure 5: Question 6

The perceptions on individual connection to the problem and the role of the university in promoting equality were further explored in Question 12. Here, 45,7% of respondents considered the issue of gender equality to be a matter of concern for all, while 34,8% directly pointed out to the responsibility of the university to address the topic to contribute to a more egalitarian market.

Q12: Do you believe that it is the university's role to address this issue and create policies for equality and diversity?

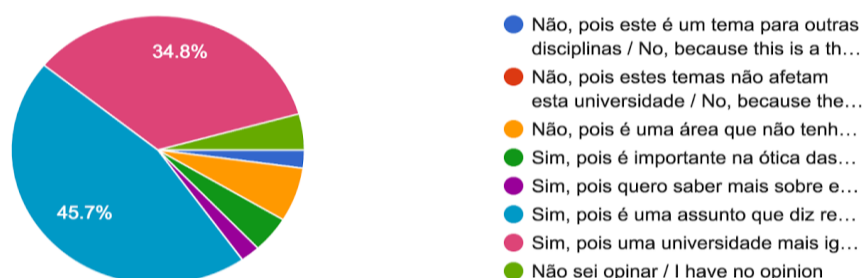


Figure 6: Question 12

The survey also investigated the student's perceptions on the impact that gender equality could have in the labor market: 37% of them said that the greatest impact was related to equal payment and work relations, whereas 28,3% mentioned on accessing jobs and 13% on creating better products and services to meet the requirements of both men and women (See Q14).

Q14: What impact do the issues of gender equality and diversity can have on the labor market?

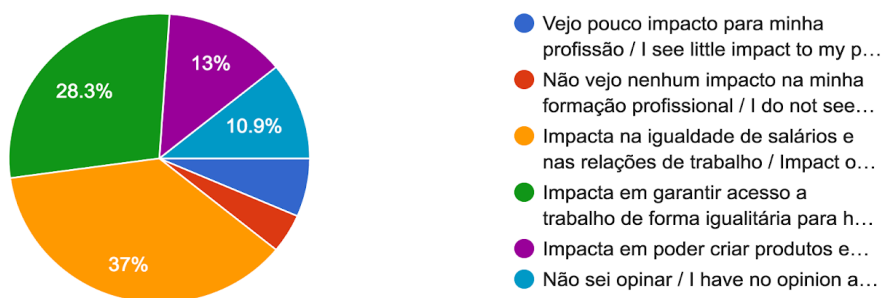


Figure 7: Question 14

Finally, in what concerns the environment inside IADE Lisboa on gender and diversity issues, most of the surveyed students considered it to be inclusive and egalitarian. Nonetheless, situations of harassment were reported to have been personally experienced and/or identified in the campus, mostly through sexist jokes and anecdotes (43,8%), constant interruptions while another person was speaking (12,5%) and defamation about physical

appearance (9,4%) - with these accounts being almost exclusively delivered by female respondents.

Q21: What types of harassment do you claim to have suffered (issue is based on LIPT model of questionnaire, made by Leymann (1990):

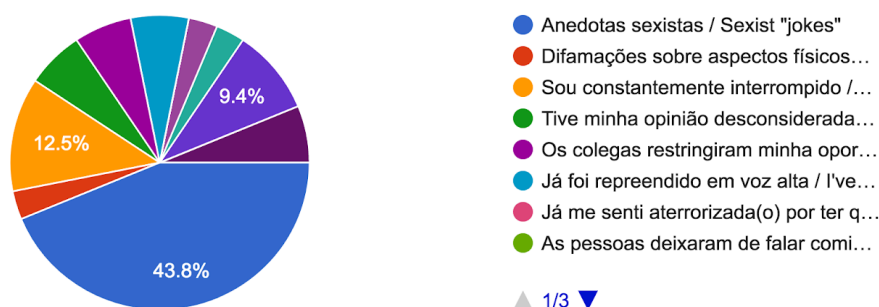


Figure 8: Question 21

Although the respondents represented a very small fraction of the total number of students enrolled at IADE Lisboa, these results point out, on a preliminary assessment, to a possible gap between the way gender issues were addressed by the university, at an educational and institutional level, and the interest and importance that a majority of the students seemed to give to the matter.

5.2 Results of the interviews

To deepen the understanding of the reality and perceptions of gender issues on the side of the market and workforce, interviews were used to collect information for the research. A total of four interviews were made with university teachers and professionals working in Portugal that, in the framework of their duties and responsibilities, were frequently confronted with gender issues. An unstructured or non-directive interview model was privileged to stimulate ideas and free thinking from the respondents. The interviews served as an investigative tool to understand the professional and personal trajectories of different people, their ways of dealing with gender issues and to get to know their thoughts and

expectations on the future of equality (See Appendices B). Given the fact that the accounts and opinions were given on a personal basis and not on behalf of the companies and institutions, the confidentiality of the testimonials was preserved, with the exception being for teachers from IADE Lisboa, whose case was analysed in the framework of this study.

A. S., mother and Human Resources professional in an ICT company, delivered some personal perspectives about the women's role at home and work, and the difficulties to balance what she described as an essential challenge in today's world of work - a worklife integration:

"In terms of family balance, it is very complicated for women to assume all of these roles, as, all of a sudden, we witnessed an increase in the number of women who are in the job market, who have leadership positions, etc., but who, at the same time, still have to face some hours of workload at home and do all the family planning. I mean, for a woman to be successful at a professional level, she already had to go through several extra hours of work at home that a man didn't have to and, therefore, he has more mental and physical availability to advance in his career. Not to mention the stigma that comes with us, from an early age, of aversion to risk." (*sic*)

Recalling her experience working at a utilities company, A. S. also gave an illustrative example about recruitment processes and how gender imbalances are unconsciously hidden in thinking and decision-making processes:

"We had a trainee's program that, in all the recruitment process, had around 40% of women being selected. When it came to the time of the interviews, women chosen to enter the program went from 40% to 24% and men rose up to 74%. And, 24% was the exact number of women working at [the company]. That is, we were unconsciously guaranteeing the status quo and, without realizing what we were doing, we were repeating what was the role of women at [the company], which was 25%. As the talent was 40% and we retained 24%, it was a very good thing to show these numbers, even because [the company] was an organization of engineers, so showing the numbers helped them to understand and not to think that the theme was very fluffy." (*sic*)

From her personal and professional experience, A. S. believed that it was important to break stereotypical barriers and promote empowerment in areas related to life and finances:

"I have also realized that a typical financial management for a woman throughout her life cycle of work is much worse than that of a man; as she needs to temporarily leave the office more frequently, to be more absent and has more moments in which she is not responding to the company, she doesn't make so much financial investment in her personal management. Typically, a woman does not have that side. And this side is often what gives security for the old age. Companies can also have this role of financial education that later will bear consequences, that maybe aren't direct, but are good. A woman who begins to worry more about her financial position also begins to wonder if she should not receive a pay increase, so she is always waiting to be recognized and learns how to impose and value her work." *(sic)*

A.S. also reinforced the importance of elevating not just the presence of women, but also their professionalism as a way of strengthening the feminine potential and inspire others:

"(...) in a company that has a pool of talent if there is not a highlight given to women, their work will not turn more visible to the management team and they will not be able to show that they are there. It is as if they did not exist. Hence, our proximity bias is strong; if people are not in front of us, they do not exist. You have to be very careful about this and try to understand how our processes can take that into account to take action too." *(sic)*

Two teachers from IADE Lisboa supported the idea that the university should play a role in the egalitarianism movement taking place in society. Professor Fernando Mendes mentioned the following:

"I think that there is an age group [at the university] that is very much available for change compared to younger or older groups. Regarding the initiatives that we do, I try to propose some work so that people can reflect a little bit on these issues, so that there might be a change of mentality (...). It was always in universities, and still today it is, that the world of innovations in technology, science, almost everything, is born. This theme, which nowadays is in a state of social emergency, because it turned into a transversal one, it was something that most people didn't even think of; it was not a problem, it was a question for sociologists, a few crazy feminists, but now it's a subject that matters to everyone." *(sic)*

Both agreed that the university plays a holistic role that goes further in representing a social component and a strategic tool for companies, as mentioned by Professor Mendes:

"The school proposes itself a lot to the market as a center of intelligence, discussion and research. This can be a very interesting role, this thing of not waiting for the market to appear and we meddling into things in which school wasn't usually involved. This revolution is happening through spaces, the fusion between work and leisure, moving a lot of other things, and this is a theme that concerns universities. This is a way to propose to companies, governments, states, institutions, that certain subjects should be investigated within the school to achieve new knowledge, that a new transmission of this knowledge be achieved and, with that, positive things will be produced for the world and humanity." (*sic*)

C.R., a journalist specialized in gender equality and feminism who is also responsible for news editing in this segment, observed - just like A.S. - that gender inequalities were part of a women's journey life. She gave an account on the environment of stereotypes and biases from colleagues and superiors, in society and in the industry, that women often have to deal with:

"I believe that even in companies that work on these issues there is a micro-abusive behavior. Especially in large corporations the abuse of power is very present. I think civic information is not passed on to us. You are the fruit of what lies in the family, of school life, of friends, then you go to the job market and you have to work through these issues, no one works them for you." (*sic*)

C.R. reinforced how the most fragile phase of life for women can be the transition from school/university to work, where abuses often seem to be institutionalized:

"(...) there is a very dangerous combination that we have, which is to be a woman and to be young. It is very difficult to be this, here in Portugal, as they try to devalue your work with questions and comments: why are you starting in this market? why are you trying to prove your worth?. So, you have to be careful not to talk too much, because you want to show your work. And there is a giant silence about what goes on at the workplace. Eventually when something happens, you talk to a colleague at work and that's all. You pray that it will not happen again, and you will not go against a boss either. This happens very much in the context of Portugal, of precariousness and low wages. When you are a woman, young and recently entered the job market or you are in a precarious work, with a low salary or not even payed, these conditions of fragility turn you more permissive towards abusive behaviors. When you are fragile you are not empowered enough to be able to rise up against power. Always survival technique. The mighty against the most fragile. In this case, being a woman, young, precarious, who wants to leave your parent's house, to have your own income, and no one knows you yet and you still

haven't work proven, more easily you allow yourself to be abused in the name of a greater cause: a career. You are starting your journey." (*sic*)

These subliminal accounts remind us that the issues involving gender equality are urgent and transversal to all sectors, from private to public institutions, individuals to society. One can identify, in particular, three areas to build gender equality in a transversal way: institutions (e.g. universities, companies); individuals (e.g. students, professionals); and society. In order to act in accordance with gender equality ethics, the university should orientate its work by these three fronts, in order to reach out to a broader audience. Besides that, it is important to stimulate discussions between disciplines, introduce the subject in projects and create dialogues to engage people. Furthermore, it is essential to develop long term thinking, develop solutions that take into account the women's journey, reduce barriers to get to the top and stimulate better balances in worklife. Ultimately, the university should bring these dialogues and questions to society, by providing information to clarify the importance of the subject in cultural and social development. It is necessary to raise awareness, inform and stimulate good practices so that the perpetuation of gender distortions and the inequalities built by society over the years do not continue to be barriers for men and women to make real transformations together.

Based on these findings, and taking the above mentioned data as an insight, it is possible to design a proposal for the analysed university to better address these issues, using design as a mindset, a process and a tool to have a more comprehensive action, in order to involve students, teachers and the public and private sector in drawing what might represent the future of the university.

6. The Design Journey

In an amplified sense, as a discipline, Design can be portrayed as a journey formed by different stages and multiple inputs, that can lead to solve problems, develop creative processes, systematize, coordinate and deliver cultural contributions (Borja de Mozota, 2003). Considered a process of research and a way to systematize experiences and behavior throughout a route, the design journey bears some advantages that will lead to the creation of this proposal on gender equality for IADE Lisboa (UK Design Council, 2010; Stickdorn et al. 2018). First, a balanced proposal to promote gender equality at the university needs to bring in the same boat different stakeholders, like teachers, students or even people from outside the institution, a challenge that can be better addressed through the Design Journey technique. Second, as demonstrated before, a woman's life journey is not a linear process, as it is formed by different dimensions, from the academic and professional paths to personal life, a process in which the Design Journey can provide a wide vision over that path.

In this context, different professionals, students and researchers from several branches of Design were invited to participate in an experience intended to co-create a design journey proposal, that could enhance the university's role as a promoter of equality in creative industries. By presenting all phases and promoting a discussion on them, the participants can be stimulated to think about problems, challenges and needs at every stage of the journey, going deep into issues concerning gender equality and women's role. For the experience, different moments in life were considered, taking into consideration the conclusions of the study Gender Equality over the Lifecourse (Torres et, al. 2018), which demonstrates how the impacts of inequalities tend to happen from early years to maturity. In fact, the literary review, the survey and the interviews pointed out to several challenges and hardships that women often face at different moments of their life trajectories (e.g, gaps in salaries, glass-ceiling problem, low motherhood support, unbalanced division of tasks at home, prevailing culture of "blue and pink" in consumption). Therefore, the full spectrum of a Design Journey

proposal can be helpful in addressing all these challenges and helping to better design solutions to overcome problems.

6.1 The Journey Map

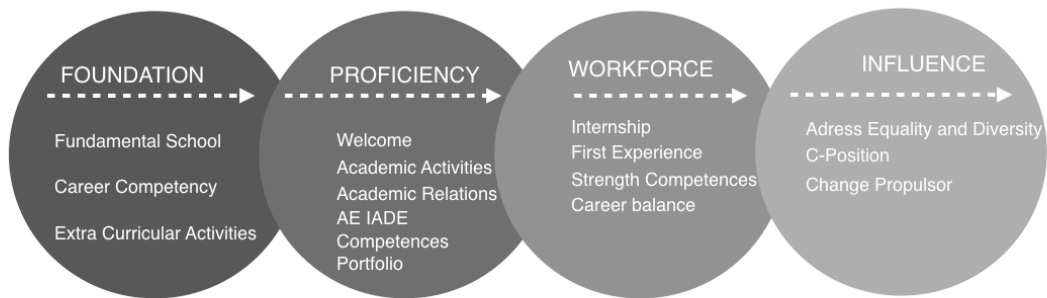


Figure 9: Journey Map, based on Walker's Research (Walker, 2017)

The structure of a life journey was inspired by a research conducted by Walker (2017), in which the author considered a similar diagram to portray the journey, typically made by African and Latin American students in the United States, to learn and practise design at the university and in the labor market. Walker's (2017) study, which intends to help design students, young designers and respective families to achieve their goals, uses the following Design Journey Map: (Figure 10).

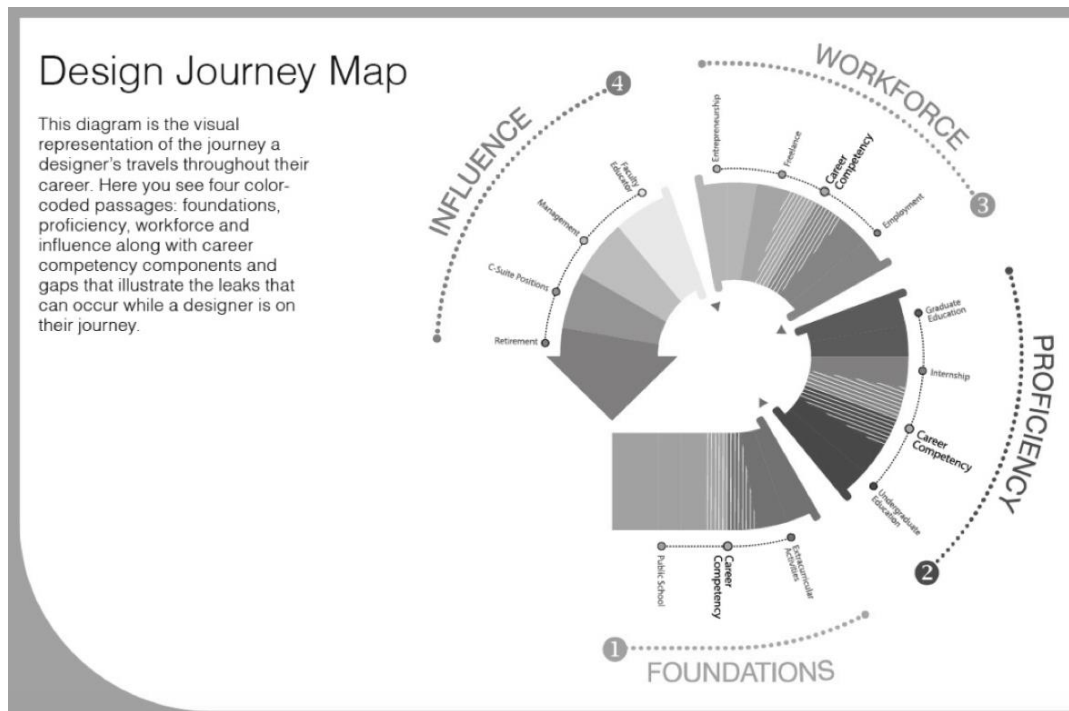


Figure 10: The Design Journey Map (Walker, 2017, p.80).

6.1.1 Applying the Journey

To experience the journey, seven people (six women and one man) were involved, all of them with different academic backgrounds in design and distinct professional and academic experiences, from Brazil to Portugal. The participants were encouraged to think of challenges, barriers and other issues faced at different moments of their lives and to come up with solutions to address opportunities that could become solutions to the related problems. The technique also enabled the participants to have an amplified vision over the journey, thus allowing them to reframe the challenges and fine tune the solutions, in order to develop a feasible proposal for the university to include gender equality in its agenda and policies.

In the beginning of the experience, the group received cards that represented different topics and issues concerning gender inequalities, stereotypes and the unconscious bias (see Figure 11), that often surfaced in different periods in life, to help them revisit personal experiences confronted before. Four boards were used to represent the four phases chosen to trace the participants' academic and professional paths: Foundation, Proficiency, Workforce and

Influence (see Figure 9). The participants wrote in post-its their picks for the issues and challenges addressed along the life journey and placed them on the boards. This was the starting point to experience a life journey in design.

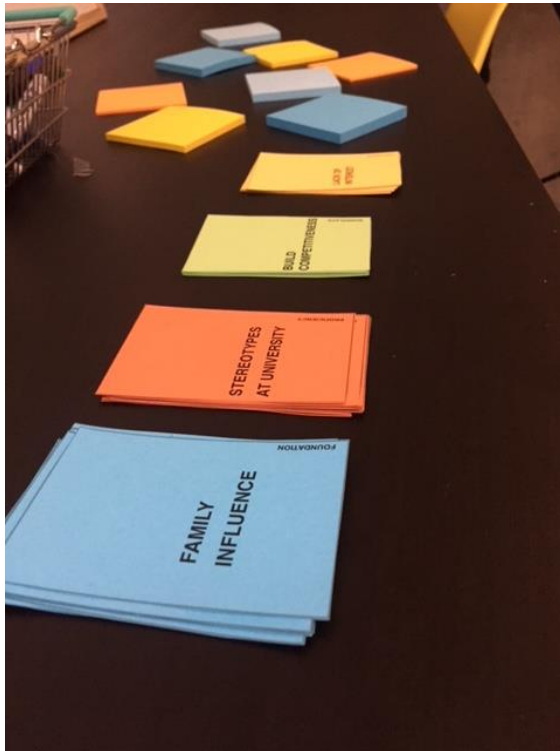


Figure 11: Journey's Cards to represent different topics in gender issues

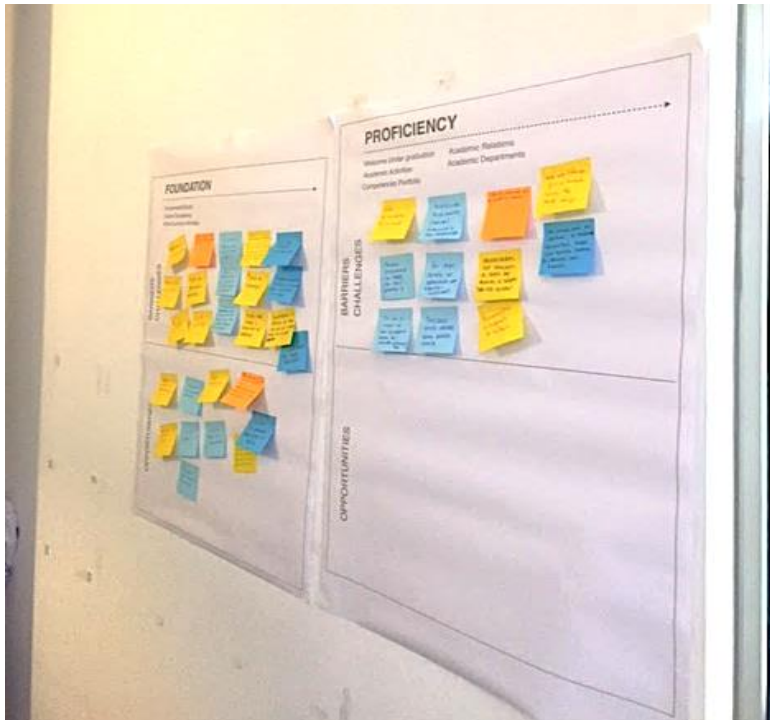


Figure 12: Journey Experiment working progress boards

6.1.2 Analysis phase by phase

Phase 1: Foundation

During this period, young students often have to deal with the pressure to decide on their future and suffer the pains of entry into adulthood. Gender differences, rather than similarities, start to develop, as described by Torres (2018): "the gender identities and the construction of differences start in early life, then are fed and reconfigured" (p.31). As agents of social transformation, school and the university play an important role in constructing the gender identity, a context in which IADE Lisboa, with its focus on creative industries, can play its own role in developing symbolic mechanisms to incorporate gender identities. During Foundation, some vulnerabilities reside in the low levels of knowledge and experience owned by students and in the pressure to choose the right future path.

The participants involved in the experience raised the following topics for this phase:

Choices	Difficulties searching for information about careers and life work Pressures to choose the "work of a lifetime". Stereotypes associated to some professions Lack of knowledge about the market
Family Influence	The lack of knowledge from parents to guide decisions Weight of the family approval in our decisions
Access	Difficulties to access courses or to have a first contact with the profession Different backgrounds and cultures that segregate people in their access to information and knowledge
Self-knowledge	Lack of psychological support for decision making and self-esteem Lack of information about other possibilities inside the profession Not knowing how to apply personal talent and skills at a professional level.

Table 4: Barriers and challenges pointed in the Foundations phase

Opportunities	Demystify professions by facilitating access to information Be more present on students' lives, not just during enrollment and exams Help in making choices / Psychological and practical orientation Break gender barriers related to behaviors and professions Inspire leadership by connecting top professionals to school and university
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Table 5: Opportunities pointed in the Foundations phase

Phase 2: Proficiency

The university's environment and campus life represent unique opportunities for students to emerge into multicultural experiences and, especially for young students, it enables them to experience an increased sense of freedom and self-discovery. Barriers to creativity seem not to exist and the opportunities are in front of the eyes. This open and creative environment seems, however, to overshadow the situations of harassment that take place inside the university and the lack of discussions on the issue, as it was mentioned by some of the

surveyed students from IADE Lisboa. In addition, the seemingly open environment and prospects of equal opportunities for all, regardless of gender and race/ethnic origin, soon appear to vanish as recently-graduated students reach the market and have to deal with wage differences between men and women or low female representation in top positions.

Among other aspects, the participants in the experience highlighted that, during Proficiency, students give more attention to their personal development and performance, as part of their professional construction:

Work / Market Reality	Lack of a strong perception about the market in the chosen profession Lack of feminine and multicultural representation at the university Frustrations on finding work opportunities
Gender Issues	Cultural barriers, stereotypes and racism associated to unconscious bias Behaviors associated to toxic masculinities Cases of sexual and moral harassment.
Achieve Proficiency	Poorly prepared teachers to stimulate student's advances and achievements Difficulties to access courses and opportunities to improve skills and professional perceptions and their applicability.
Pressure to Competition	The impostor phenomenon and the fear of not doing well Competitiveness between students and teachers in the creative field.

Table 6: Barriers and challenges pointed in the Proficiency phase

Opportunities	Exploring different cultures and deconstructing stereotypes Building bridges with the market inside and outside the university Bring a more diverse board to the university (teachers) Encourage women to leadership, entrepreneurship and an innovative spirit Guarantee the rights and duties of all students
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Table 7: Opportunities pointed in the Proficiency phase

Phase 3: Workforce

Considered as the most impactful period in a woman's life, worklife is paved for gender (in)equalities. From the very first paid job, when low salaries and limited experiences put women into vulnerable positions, to the difficulties of balancing personal and professional lives, women register achievements in their career during this phase, even if their work trajectory is affected by certain events (e.g. episodes of moral and sexual harassment at work). During the Workforce phase, women face significant competition from colleagues and the market, and the development of skills learned at the university seems to be urgent:

Vulnerabilities	Precariousness, low wages and abuses (moral and sexual) Prejudice, stereotypes and lack of opportunities due to gender (pregnancy, job positions, job divisions) The barriers to increase the working experience
Build Competitiveness	Excessive collection in the beginning of worklife Difficulties to achieve goals
Gender Inequalities and Differences	Segregated selective process (by race, gender, culture) Toxic environments Masculine dynamics
Balance Life and Work	It's hard for women to balance work, household and motherhood

Table 8: Barriers and challenges pointed in the Workforce phase

Opportunities	Build network space to integrate market and university. Stimulate equality and diversity workshops inside university and in collaboration with companies Create ways to attract and retain more diverse professional board at university. Develop exchange inside the different areas of knowledge for teachers.
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Table 9: Opportunities pointed in the Workforce phase

Phase 4: Influence

Even after reaching a certain level of experience in the labor market, women continue to face obstacles as they attempt to reach top or management positions in companies, due to the prevalence of stereotypes and the ‘glass-ceiling’ problem, as described by different authors (Inglehart & Norris, 2003; Patrick & Kumar, 2012). During this phase, gender equality achieves a higher conscience and status and turns into a topic of discussion in the industry, in politics or in society in general. Bohnet (2018) highlights the importance for young women and minorities to see their peers represented in top positions, that they can perceive as a reference or as enablers of advances. An important point regarding organizational inequalities is the cultural and social notion that women are, at foremost, caregivers and, only then, good workers (Casaca, 2012; Wall et al, 2016; Rubery, 2014). Thinking of and openly debating on these issues during the Workforce phase can help others to develop a conscious about the problem or empower them to achieve goals. What the Workforce period tells us is that it is not just about helping students to consiencialize, but also about engaging professionals to get involved on the path of transforming them into leaders to follow.

Engage and Retain	Difficulties in retaining staff and professors must be an important component to empower women and minorities The lack of involvement of market professionals inside the university
Promotions and Representativeness	Difficulties to access top positions Fragilities of representativeness
Lack of Interest	Doubts about doing the right thing to achieve high positions Difficulties in keeping self motivated

Balance Life and Work	The challenges and barriers for men and women to influence the balance, even more when gender roles are in question
Build Leadership	<p>The bias that, in order to get to the top, you must have a masculine behavior.</p> <p>Lack of incentives and ability to change, try or risk</p> <p>Difficulties of treating men and women equally when in leadership positions</p> <p>Reproduction of male behavior to perpetuate power</p>

Table 10: Barriers and challenges pointed in the Influence phase

Opportunities	<p>Deconstruction of the “maternal role” and the “masculine role” in leadership</p> <p>Build bridges to access women on top positions and to exchange learnings.</p> <p>Create connections to support women in innovation and entrepreneurship</p>
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Table 11: Opportunities pointed in the Influence phase

5.3 Strategic Proposal

To build a strategic proposal for IADE Lisboa to comprehensively incorporate gender equality in its policies and practices, the *Declaration of Compromise for Gender Equality* (IADE, 2018) was set as a basis to draw the proposal. The compromises mentioned in the document constitute a guideline to orientate decisions and actions on equality and diversity and, therefore, it can be seen as a starting point to build the proposal. This process also received inputs from the Design Journey experiment developed before.

Three segments from the university’s population are identifiable in the scope of compromises mentioned in the declaration, with these being considered, too, as the targets of the strategic proposal: Teacher/Support Staff, Students, and Community (See Figure 13). As regards Teachers and Support Staff, the declaration sets obligations concerning the need to ensure a zero discrimination environment among employees, to guarantee that both

genders are equally represented in governing bodies, to develop career promotion practices that are based on merit and to create a code of ethics for equality. For Students, the declaration sets the need for the university to ensure a zero discrimination environment, to develop a culture of equal treatment between students and to stimulate a multicultural environment. As regards compromises for the university's Community, these address the promotion of a balance between personal and professional lives for all and the development of partnerships and initiatives in the area of gender equality - like the Observatório da Responsabilidade Social e Instituições de Ensino Superior (OBSIES), the #HeForShe movement or the B Corp Certification, in which IADE Lisboa is already involved.

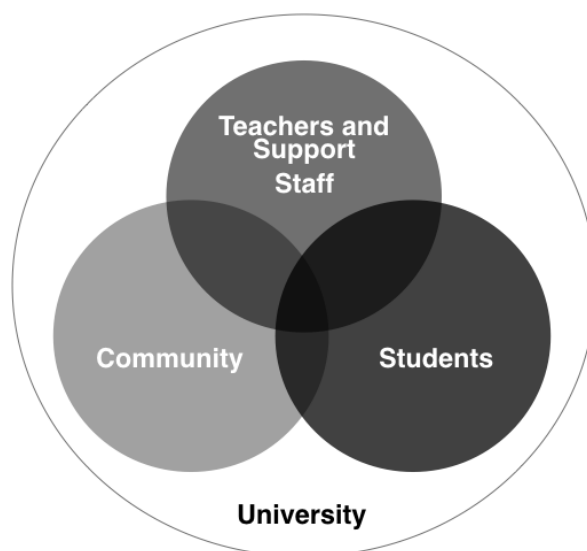


Figure 13: Human Centric Approach IADE Case

Looking into these compromises, it becomes clear that the focus of the declaration is set on internal stakeholders and that the obligations that IADE Lisboa is ought to address hardly go beyond the walls of the university. Nonetheless, the experience of a Design Journey for equality contributed to shed light on the importance of the university in supporting a person's life journey. In fact, the participants in the experience highlighted the role and contributions of the university, in many aspects, to develop women's professional journeys, while they also expressed the desire that academic institutions could go further beyond in their involvement in the life journey. In this sense, the strategic proposal set, beforehand, the

ambition to develop a wide approach and to build a proposal that could contribute to empower women, not just inside the university, but also throughout their personal and professional journeys.

Bearing in mind two fundamental aspects, namely that the university has a direct relation to other parts outside campus and that every segment of a life journey has interconnected aspects, three pillars of intervention were considered as part of the strategic proposal: Legal, Literacy and Advocacy (see Figure 14). The Legal pillar incorporates the juridic elements that can guarantee respect for labor rights and gender equality, and that can be present in legislation or internal regulations. Literacy is safeguarded by the knowledge built around the theme of gender equality and sets the need for information to be accessible to everyone, in order to reduce misconception and achieve better results. Finally, Advocacy takes into account the principle that an inspirational influencer can advocate to amplify unheard voices but also serve as role model to empower younger ones and/or to engage or stimulate them to achieve personal goals and to participate actively in their community.

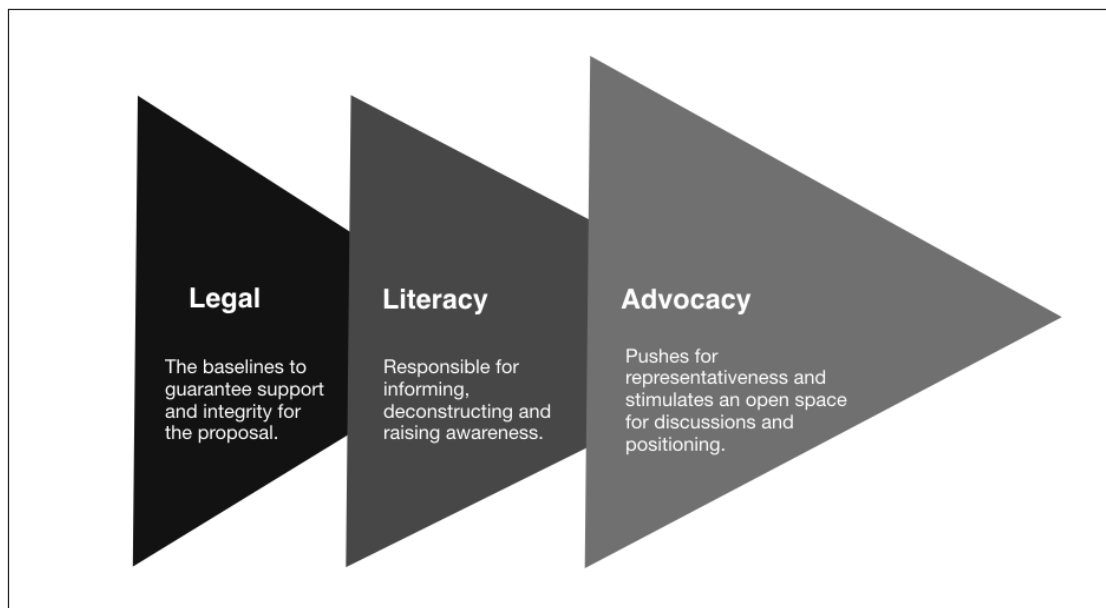


Figure 14: Strategic Proposal Pillars for Design Equality

With three target populations (i.e. Teachers and Support Staff, Students and Community) and three pillars (i.e. Legal, Literacy and Advocacy) set, different matrices of opportunities and applications were ready to be filled in. These represented the recommendations and guiding lines to develop, afterwards, the strategic ideas.

In this regard, in the Legal pillar of the Teachers and Support Staff, some of the recommendations picked to address these issues are related to the need to ensure equal salaries, to promote a decent women's representation in the university's staff and governing bodies or to adopt a code of conduct that can contribute to fight harassment and prejudice. The opportunities pointed out in Literacy, take into account the role of teachers in developing and inspiring leadership among students, while stressing the importance of addressing the issue of gender equality in syllabus, so as to inform on the imbalances that still abound inside and outside the university. As regards Advocacy, the points cover the teachers' influential role in nurturing leadership and innovation and compromises to stimulate and strengthen individuals.

PEOPLE	PILLARS	OPPORTUNITIES	APPLICATION
Teachers and Support Staff	Legal	Lifebalance Ethical code Representativeness Meritocracy and Equal Salaries	Job selection and retention program Initiatives in parenting Clear meritocracy program
	Literacy	Inspire for leadership Gender equality literacy Thinking gender in syllabus	Training for equal and equity Gender subjects and projects in class Workshop on design equality
	Advocacy	Be the student's propulsor Inspiring by leading Stimulate and innovate	Mentorship Advocate for equality

Table 12: Address applications for Teachers and Support Staff

In Students, the Legal pillar sets a recommendation for internal regulations be set up to address and fight racism and misogyny behaviors and to provide references in terms of

equality of admission and validation of students' projects. As regards Literacy, the university is challenged to act beyond its walls, namely by creating programs that promote the connection to schools and the market or by sharing information on global issues linked to equality. Through the development of curricular programs and extracurricular experiences, the Advocacy pillar intends to nurture leadership and to incentivize students to take risks and innovate, inspired by the examples of great women.

PEOPLE	PILLARS	OPPORTUNITIES	APPLICATION
Students	Legal	Collaborative construction for equality Stimulate access for diversity Legal and fair relation with companies on first job	"Constitution" for Equality and Diversity "Prashe" - fair "praxes" for all
	Literacy	Break gender barriers and demystify stereotypes Stimulate diversity of culture, race, gender, etc	Cultural Festivals You Tomorrow - job market at IADE Equality Road Sessions
	Advocacy	Inspire leadership by connecting market and university Encourage women's leadership and innovation	Feminine Internship (tech, interactive, managerial areas)

Table 13: Address applications for Students

Regarding the Community, the proposal also intends to go further beyond the university's borders and to provide an amplified perspective over the issue. In the Legal component, the compromise on gender equality set an opportunity to develop relations with external partners who have a solid record of compromise with gender equality, for example with companies who receive graduated students for internships. Indeed, ensuring that women and men receive equal treatment means to guarantee, with those partners, that they will provide to recent graduates a work environment that is free of harassment and based on equal salaries and opportunities. In Literacy, IADE Lisboa is challenged to reinforce its role as a provider

of information. An open repository, provided through a digital platform, could be created, so as to serve as a focal point of information on professions in creative industries, cases of success of women and men or barriers and stereotypes formed around gender. In Advocacy, an opportunity for the university to develop a strong positioning and protagonism in the egalitarian field is mentioned, with the recommendation being operationalized through programs, events and brand activation, so as to establish an active dialog with the community outside the university.

PEOPLE	PILLARS	OPPORTUNITIES	APPLICATION
Community	Legal	Establish relationships with partners with a solid compromise on gender equality	For good with good partners
	Literacy	Share information and innovation Stimulate critical thinking and action Empower women in creative industry	Open repository to deconstruct gender stereotypes, bias and prejudice around professions, themes and behaviours Open sessions for empowerment (cultural, personal and professional)
	Advocacy	Create a strong positioning on gender equality and diversity to set a reference in these issues	Open events and brand activation to stimulate sharing and connection with the subjects

Table 14: Address applications for Community

Through the above mentioned applications, generated from the opportunities identified in each target population and pillar, we are able to build the solutions or strategic ideas for IADE Lisboa to directly address gender equality. These solutions were organized according to the four phases of a life journey discussed before (i.e. Foundation, Proficiency, Workforce and Influence) and constitute a guideline of initiatives for the university to materialize its approach to the issue.



Figure 15: Strategic ideas to address the Phases in Design Journey Model

The strategic ideas that compound the Foundation phase can create a first moment of connection with creative industries. The following ideas for application during the Foundation stage serve as a response to the barriers and opportunities mentioned in the previous matrix:

- **Lead by inspiring:** through the creation of “open days” at the university, teachers and professionals can present different projects. Through this, IADE Lisboa can inspire young women and men, facilitate the deconstruction of gender stereotypes and propulse transformation by empowering young students;
- **Open Digital Repository:** to respond to the difficulties of accessing information and knowledge on creative industries, the university can develop a digital platform, where students and professionals can deepen the understanding of the market and be updated with developments in different areas of creative industries. The Open Digital Repository can play a role, too, in deconstructing unconscious bias and stereotypes around professions and in increasing women professional’s visibility, by inviting them to present projects and profiles;
- **High for Good:** high school or secondary education students can be confronted with practical examples of gender inequalities. Through a collaborative approach

developed using Design Thinking techniques, students can address solutions to overcome these inequalities. The initiative would invite teachers and students to participate in an extracurricular experience and the winning project could be sponsored by an associated company;

- School Day Program: summer programs can represent an opportunity for students to boost their curriculum and portfolios, while keeping in touch with creative industries and professional perspectives. This would represent a chance for having a practical experience with professionals, teachers and students that are already part of the university's community.

In Proficiency, the strategic ideas were designed to elevate the university's inspirational role, to engage students and to inspire creative solutions to address local and global issues in gender equality. The ideas in this phase are focused on building strengths in professional and behavioral areas, aligned with the desire and need to prepare women and men for the challenges ahead in the labor market:

- Pimp my Portfolio: the initiative intends to serve as a guidance for students to improve their task performance and increase self confidence in their own creative work. This could be a trigger to build their own differentiation in the market and increase their prospects of accessing a job in the market. Fundamentally, it is a strategic idea intended to propulse the careers of recently graduated women and men and to deconstruct stereotypes formed around portfolios and blind selections;
- Cultural Fest: today, IADE Lisboa is composed by students from several different countries, entailing a multicultural environment at the university, that represents an opportunity to promote a more dynamic and diverse experience. Nevertheless, stereotypes formed around nationalities and situations of harassment have been reported by the surveyed students to take place in IADE Lisboa, The organization of a cultural fest would create an opportunity to get to know and assimilate differentiated perspectives and cultural codes;
- You Tomorrow: this strategic idea invites women to inspire young students with their work and projects in different areas in creative industries. It is a chance to connect with experienced professionals and to learn about the necessary soft skills in the current and future market;

- PraShe: as mentioned before in literature, “praxes” in Portugal tend to represent segregated and patriarchal rituals in the context of the university (Oliveira et al, 2016). The strategic idea is to create a space and format for a new approach to celebrate entry into the university, where women can have a participative role. A new movement called "PraShe", would be promoted, putting women at the center of debates and activities during the beginning of the academic year;
- 2gether for Equality: collaboration is the key for real transformation and men's role is essential in gender equality. Supported by the movement #HeForShe, this strategic idea stimulates the debate around men's role in equality, inviting them to participate in discussions and to provide ideas on solutions to better support transformation.

In Workforce, the strategic ideas take into consideration the barriers and challenges faced in first job experiences. Here, the university can develop a more active role by building bridges with companies that offer internships and job postings for recent graduates, in order to safeguard that the former will provide an environment that is free of harassment and stereotyped behaviors. Partnerships with companies can provide, too, exchanges of experiences and empower women to go further:

- Fair First: this initiative certifies employers who adopt practices and principles that are in line with a fair treatment given to young employees and whose working environment sets guarantees in terms of fighting discrimination. Like a certificate, this strategic idea can allow companies to position themselves as fair places for graduates to start their careers in creative industries;
- Guiding Sessions: in partnership with companies in creative industries, the university can be the place to celebrate mentoring programs for young workers. The strategic idea behind this proposal is to create an open space to discuss careers and the future of labor in the creative market.

During the Influence phase, the glass ceiling problem and the difficulties for finding a balance between personal and work lives seem to represent distant realities for universities, which the graduates have left behind. However, to project women’s development in the future, it is essential for the university to create connections and to establish tools that can disseminate egalitarianism to top positions in organizations. By giving a projection to

women's presence in the university, it is possible to engage young women to feel capable to achieve future goals:

- The Bridge: as a movement or platform, this strategic idea is based on creating connections with professionals in top positions in companies. These professionals can share their perspectives, experiences and positive impacts with students and young professionals. This initiative can be materialized through workshops and road shows focused on different subjects in gender equality;
- Be Mentor: it is consensual that the university plays an essential role connecting knowledge and science with the market and society. In this sense, IADE Lisboa can invite professionals and teachers, from different areas of creative industries, both men and women, to take part in a pool of mentors that can potentiate the careers of students and young professionals.

This work found a widely way to use the outputs from the Journey experiment, where the opportunities and applications could be transformed in strategic ideas to respond to specific barriers situated in every step of student or worklife. The crossing information make possible to address solutions that can be tested and measured to see its impact. It also contributes to balance inequalities related to gender inside the university and can either have an impact on behaviors and inspire other institutions and community.

7. CONCLUSIONS

More than an issue strictly concerning creative industries and the market, gender equality proved itself to be a topic of interest for the university and its students. Even if an abundant literature has been produced and several hours have been devoted to workshops and conferences on equality, recommendations and organizational learning intended to correct gender imbalances have not resonated much in universities' management, either through applied tools or syllabus. This represents a starking contrast with the way social conducts and the market are changing, in order to embrace a more participative and egalitarian society. In creative industries, in particular, the transformations call for a generation that is capable of assimilating integration and amplifying the perceptions of what consumers want. These are times in which cooperation and empathy are required, and the role of universities, among others, should be to develop those qualities in students, particularly by reprogramming cultural behaviors that, whether consciously or unconsciously, have long been perpetuated. This could be achieved if, inside the university and academia, students and professionals are in touch with an egalitarian environment, involved in debates about equality and given the same opportunities to reach goals.

This work intended to demonstrate how design can simultaneously assume the strategic role of a mindset, a process or a toolset, that, through an amplified actuation, can help to create and develop solutions. During the process of research, three components, united through design, proved to be essential to conduct this work:

1. The amplified vision of Design Thinking: from literary review to the Design Journey experiment, it was possible to witness the benefits of the holistic component provided through Design Thinking, that allowed to see either from the perspective of the market or from the eyes of different individuals (e.g. students, design professionals). In addition, the holistic construction of a journey amplified the way we can see the problem, thus benefiting the development of solutions intended to meet gender

equity. Designing a life journey with women and men, who made a reflection on their own, also helped understand the different perceptions about the barriers. Bringing all these external inputs into the case study of IADE Lisboa provided an enlarged vision of the challenges that women face along their professional and personal roads;

2. Collaborative work: bringing people together to think and to create a shared product is an opportunity to nurture engagement and the sense of belonging. As alluded by Brown (2009), in *Change by Design*, collaboration across disciplines and individuals can turn people into advocates of a cause and result in their compromise towards it. There is a collective sense of ownership of ideas and responsibilities that engages and connects people to defend something that is bigger than themselves.
3. Empathy: empathy was found to be an enabler of the development and creation of the proposed solutions. For the subject of gender equality in particular, empathy can represent a tipping point in the journey to egalitarianism. The component stimulates people's perceptions and experimentation of realities from a different self. In an experiment conducted by Boisjoly, Duncan, Kremer, Levy & Eccles (2006) caucasian students who were assigned to share rooms with African American students, in their first year at school, were more likely to endorse affirmative policies several years later. In the case of this work, even if the focus of the Design Journey experience was not on evaluating the reactions and the involvement of the participants, it was clear the way they developed empathy towards the other participants' points of view.

This work also represents an opportunity to think about the role of the university in forming individuals that will compound the next generation workforce. When it comes to design, it is necessary to exercise the possibilities and to apply solutions that can lead people to a more desirable future. Here, the university's role is to build solutions for and with the community and helping not to perpetuate old habits and behaviors. As professionals, students and social agents, we ought to develop work solutions that can resonate with people and that can contain meaning for broader audiences. After all, design is about helping people make better decisions. And, if so, why not using design to develop experiences and to create a proposal

to help students and the labor market to adapt and be more aligned with the changes taking place in gender equality? Like said by Manzini (2015), “design for social innovation is everything that expert design can do to activate, sustain and orient processes of social change towards sustainability” (p.62).

In this research relies a potential to further develop strategic and practical solutions in gender equality and diversity, for instance by developing new experiments and prototypes, developing new lines of investigation and addressing some of the limitations identified in this study. By using design as a complete component, we are able to get in touch with discoveries that will help to define new fields of action. This dissertation is just a starting point to shed light on the issue of gender equality in creative industries and universities.

7.1 Limitations

Some limitations were registered throughout the process of research. In order to mitigate the effects of these limitations, and to avoid that they could significantly impact on findings, some strategies were adopted throughout this work: (i) a triangulation of different methodologies was privileged to conduct the investigation (e.g. interviews, survey, case study), so that different measurements could provide additional and differentiated data and information, thus increasing the accuracy of the analysis (Denzin, 1978, cited by Stickdorn et al, 2018), (ii) different audiences, from students, to teachers to professionals from several areas, were consulted during this research, in order to have the most of different insights, control the impact of biases and enrich the analysis and strategic proposal, (iv) different techniques and tools of design, with proven results, were studied and applied to this research, as it was with the case of the Design Journey experience, that had been applied before by Walker (2016), and (iv) the findings and results from the field work were confronted with an extensive bibliography collected before, as in a process of dual diligence.

a. Time:

Time represented the first limitation to conduct this research, especially if one takes into consideration that more time could have allowed to develop more lines of investigation and/or to compare results with a bigger pool of case studies or investigations available in

literature. The process of literature review often provides more questions than answers and, with more time, even more insights, discoveries, experiences and gaps could have been collected. Moreover, the development of a social experiment or a case study implies that the researcher is dependant upon external factors that he does not control (Yin, 2009), such as the number of participants or clearances to conduct research inside organizations, among others. Frequently, these requirements are time-consuming and can delay the process of collecting data to be analysed. In this case, the limited time at my disposal to conduct the study posed a limitation in terms of allowing for more people to get involved in the data collection process. The time limitation also created a limitation in terms of prototyping certain ideas of the strategic proposal in IADE Lisboa, an effort that, if accomplished, could have provided some interesting insights about the first impacts and results of the strategic proposals at the university.

b. Lack of comparative case studies on creative universities:

Most of the literature related to gender equality and design is focused on the development of solutions to correct gender imbalances at companies and/or through Human Resources, with very limited works focused on the context of design schools. In this case, it would have been interesting to have other materials to compare results, in the context of creative universities, or even to provide inspiration for further proposals.

c. The number of participants:

As said by Bohnet (2016), "good behavioral design starts with data" (p.185). The survey conducted among the students of IADE Lisboa privileged a random choice of classes, from different courses, so that the data could reflect different experiences and opinions of students about their campus life. Still, the total number of participants in the survey is representative of a very small fraction of the total number of students enrolled at IADE Lisboa for the years 2017/2018 and 2018/2019, therefore not allowing to strongly assert that the results are representative of the whole university. Nonetheless, the results pointed out to some interesting indications that should be taken into consideration, namely the interest of the students in the theme of gender equality and the perception that the university should assume a more leading role in the promotion of a more egalitarian environment. From research to

implementation, it will be essential to integrate a majority of students and other stakeholders from the university system.

7.2 Orientations for future research: a never-ending journey

This work is a first effort to design the next steps of what intends to be a more detailed study on this theme, seeking to build a comprehensive proposal. This first step intends to open minds for what design can do to promote social and cultural improvements in our society, while also providing guidelines and indications on the benefits of applying Design Thinking and other design methodologies to help people, companies and institutions to better create and perform solutions in equality and diversity. Therefore, it is important to understand this work as a starting point for a deeper study on the theme, because a more accurate proposal can be designed through a work developed for a medium-term period, with more resources and with an enlarged involvement of the population at the analyzed institution. This study also opens the possibility of using the mindset of design to develop new lines of research in the area, hereby suggested:

1. By considering the complex structure inside the university and by using the four steps of Design Thinking (i.e. Discovery, Define, Develop and Delivery), it is possible to design a proposal for actuation at IADE Lisboa. The aim of this Design Journey process would be to better understand the barriers and motivations, and, with this information, plan strategies to reduce biases, stereotypes and engage all stakeholders into the gender equality agenda. The idea to use Design Thinking in future research on gender equality in universities has the advantage of creating steps for actions that will allow to build a holistic strategy, by providing an amplified vision of the university and its role for recruitment/assessment, retention, preparation and inspiration to address gender equality and diversity.

As a proposed strategic exercise, the following table illustrates the design management process to be conducted in order to better elaborate solutions in gender equality at IADE Lisboa. The first three steps involve the collaboration of students, teachers, manager areas, and staff, from Discovery to the definition of objectives to be worked out. The Discovery

phase is responsible for collecting information about the objects of study and their environment. Through this information, it is possible to create dynamics similar to the "Design Journey for Equality", which can build solutions and stimulate discussions, by inviting people to face barriers and use collaborative tools. From Discovery, one can proceed to Define phase, where the objectives for action in terms of gender equality at the university are set. In this point, it will be possible to set Key Performance Indicators and build real solutions that can provide further insights to some of the questions addressed in this study: how can the university contribute to design initiatives to improve gender equality?

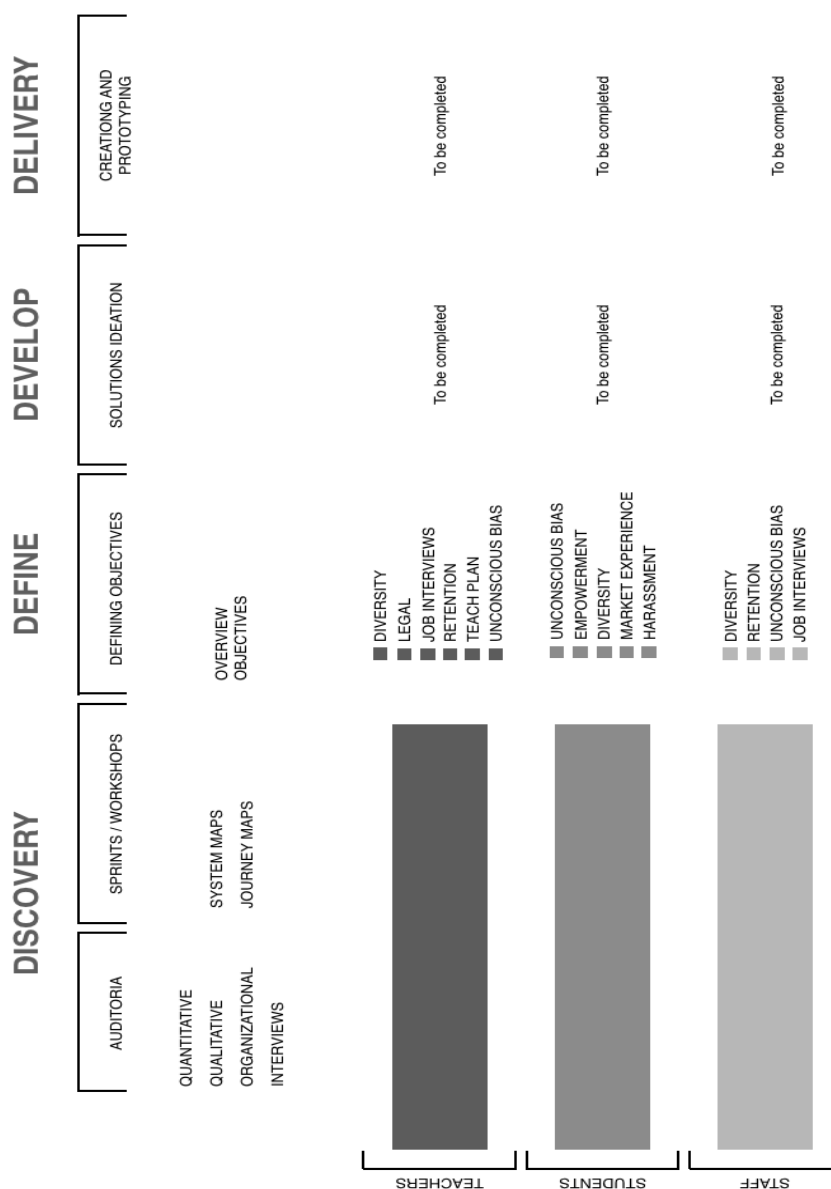


Figure 16: Strategic exercise of design process using Design Thinking

The development of this work makes believe that it is possible to start a new collaborative approach to address gender equality. And, if someone asks about how it will be in the future, we could answer that it will be a journey of collaboration, empathy and human-centered analysis. However, as mentioned by Inglehart and Norris (2003), "we argue that cultural change is a necessary condition for gender equality: women first need to change themselves

before they can hope to change society." (p.9). In some ways, the focus of this research in design, from a woman's perspective of the journey, provides us a personal component of transformation, starting from the personal perspective to go into achieving a more balanced role and visibility for women in society.

2) Another perspective that can be created is to use the design approach in future projects with other universities. By applying this methodology in universities with different fields of actuation and different environments, it will be possible to perceive the intersectionalities and build points of comparison. In this case, it would be possible to design a more transversal proposal, in which other intersections in gender, such as racial/ethnic origin and gender identity, are necessary. The more amplified the approach, the more assertive and effective the results can be, in a sense that it can be addressed to a more amplified way.

3) As a process and a toolset, design can also provide a huge amount of opportunities to work in specific fields. Design a new class program, for example, can be done by using design tools, as suggested by IDEO in *Design Tools for Educators* (IDEO, 2013). The idea would be to give teachers new methods to apply Design Thinking on their school scenarios. The exercises can be focused in challenges from inside the class, as how to catch the students attention or how to create different dynamics to teach a specific subject. By discovery, interpretation, ideation, experimentation and evolution, teachers can together discover what's the best way to introduce the gender equality subject in their classes and projects. Furthermore, the design can be used to develop a more dynamic and interdisciplinary approach between different curricular units.

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APPENDICES A: Research Instruments

Electronic Survey Questionnaire

The survey was delivered to students at IADE by an online link <https://forms.gle/Z2fqf76Rzdy3ZXrY7> and a QRCode



QR Code generated to simplify the access and share of this survey.

This survey ensures the preservation of the identity of the participants. The data presented here will be used to study a master's thesis in Design Management at IADE-Lisbon. It aims to gather information about gender equality and diversity in the university. If you have suggestions or want to clarify any doubts you can contact the email raquel.queu@gmail.com
Thank you

Part 1

Q1: Age

18-25

25-35

35-45

45+

Q2: Country

(short answer)

Q3: Ethnic group

Caucasian

Asiatic

Western Asiatic

African

Afro-American

Latin-American

South-Asiatic

Southeast Asiatic

East Asians

North-American

Q4: Gender/Orientation

Female

Male

Trans-girl – has or is currently transitioning from male to female

Trans-boy – has or is currently transitioning from female to male

Gender fluid – Those who have different gender identities at different times

Agender – Those with no gender identity or a neutral identity

Androgynous – Partly male and female. Not one specific sex

Bi-gender – Those who experience two gender identities, either at the same time or swapping between the two. These can be male and female or other identities.

Non-binary – A blanket term to describe those who do not feel exclusively male or female.

Demi-boy – Someone whose identity is only partly male, regardless of their birth gender. They may or may not also identify as another gender.

Demi-girl – Someone whose identity is only partly female, regardless of their birth gender. They may or may not also identify as another gender.

Genderqueer – Those who don't go along with traditional gender distinctions.

Gender nonconforming – Those who do not follow conventional ideas about how they should look or act based on their birth gender.

Tri-gender – Shifts between three genders, which could include male, female and genderless or another combination.

All genders – Someone who identifies as every possible gender option.

In the middle of boy and girl – An individual who identifies somewhere in between male and female.

Intersex – Someone with physical, genetic and hormonal features of a male and female.

Not sure

Rather not say

Others

Q5: Which course are you enrolled in?

BA in Global Design

BA in Games&Apps Devlp

BA in Design

BA in Photography and Visual Culture

BA in Marketing and Advertising

BA in Science Communication

BA in Computing Science

BA in Computer Engineering

BA in Design (post work)

BA in Marketing and Advertising (post work)

BA in Computing Science (post work)

Master in Design Interaction

Master in Design and Advertising

Master in Product Design and Space

Master in Design Management

Master in Branding and Fashion Design

Doctor in Design

Post Graduation in Design for Creative Industries

Post Graduation in Web&Mobile Development

Post Graduation in Photography and New Media

Q6: About the subject gender equality...

It is part of the subjects that I talk constantly

I do not understand what it is, but I would like to know

I know what it is but I never thought about it

I have no interest about it

Q7: On equality between men and women in society

I believe we have already achieved equality

There is still a large disparity between men and women

I believe we are on the road to achieving equality

We will never achieve equality between men and women

Q8: Do you believe that women have more difficulty accessing opportunities than men, why?

(open answer)

Q9: Have you ever experienced prejudice because of your gender, sexual orientation, color, race, or beliefs?

Yes, but few times

Yes, I constantly suffer from prejudice

Yes, just one isolated occasion

No, never

No, wasn't me, but a closer person

Q10: From 1 (very bad) to 5 (excellent), how do you think the university environment respects the differences between men and women, do you believe that the university offers the same treatment to men and women?
(1-very bad to 5-excellent)

Q11: Have you discussed topics such as diversity and equality in this university?

Never

Few Times

Many Times

Once

Q12: Do you believe that it is the university's role to address this issue and create policies for equality and diversity?

No, because this is a theme for other disciplines

No, because these subjects do not affect this university

No, because it is an area that I have no interest in studying

Yes, because it is important from the point of view of the disciplines of this university

Yes, because I want to know more about this subject

Yes, because it is a matter that concerns us all

Yes, because a more egalitarian university will promote a more egalitarian labor market

I have no opinion

Q13: What makes a university more egalitarian for you?

(open answer)

Q14: What impact do the issues of gender equality and diversity have on your vocational training?

I see little impact to my profession

I do not see any impact on my professional training

Impact on equal pay and working relationships

Impact on ensuring equal access to work for men and women

Impact on being able to create products and services that can meet with equality men and women

I have no opinion about it

Q15: Would you be available for interview or participate in design thinking dynamics? Please leave your email contact.

Part 2

Segundo decreto penal português, assédio moral está presente no n.º 1 do artigo 154.º-A do Código Penal Português, aditado pela lei referida anteriormente, que está tipificado o crime de “Perseguição”, o qual, nos termos gerais pode integrar condutas comumente designadas como pertencendo ao quadro comportamental do “assédio moral”. / According to the Portuguese penal decree, bullying is present in article 154-A (1) of the Portuguese Penal Code, added by the aforementioned law, which defines the crime of "persecution", which, in general terms, may integrate conduct commonly referred to as belonging to the behavioral framework of "bullying".

Q16: Have you ever suffered in the university environment some form of bullying or moral harassment?

Yes

No

Maybe

Q17: Do you notice that harassments happen how often?

Low

Moderate

Frequently

Very frequently

High

Q18: Was the aggressor in the experience a man or a woman?

Man

Woman

Q19: The harassment suffered was made by ...

Colleagues

Teachers

Staff

Q20: If the harassment was from colleagues, how would you classify this person?

Was a veteran

Was from the same class

Was from another course

I don't know

Q21: What types of harassment do you claim to have suffered (issue is based on Leymann's Inventory of Psychological Terror (LIPT) by Leymann (1990)

Sexist "jokes"

Defamations on physical aspects

I'm constantly interrupted

I had my opinion disregarded by my gender or sexual orientation

The colleagues restricted my opportunity to express themselves

I've been scolded out loud

I was terrified of meeting the assailant

People stopped talking to me

I had access to other people denied; I could not speak to anyone

Colleagues stopped talking to me

I was treated as invisible

I received threats in writing

Threats of physical violence have been made to me

I was ridiculed

I've been treated as if I'm mentally ill

People mimic my gestures, walk or talk to ridicule me

I have suffered sexual harassment

Q22: Check what is true for you. After the harassment case, I had symptoms such as:

Shortness of breath

Crying crises

Increased consumption of alcohol

Decreased libido

Headaches

Suicidal thoughts

Depression

Panic attacks

Insomnia or excessive sleep

Feelings of worthlessness

Q23: What is your reaction in the moment you suffer harassment (moral or physical)

I always defend myself

I defend myself almost never

I paralyze

I don't care, I don't take it seriously

I don't know

Q24: When you suffered harassment, did you seek help?

Yes

No

Q25: If yes, in the previous question, whom did you turn to?

To the directory

To my colleagues

To my family

To specialists

To legal organizations

Q26: Have you seen any action taken regarding harassment in the university environment?

Yes

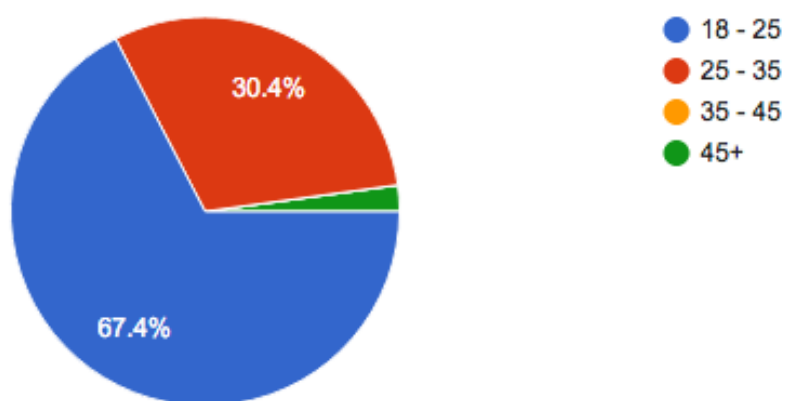
No

Yes, but it took too long

I'm not aware of that

Electronic Survey Results

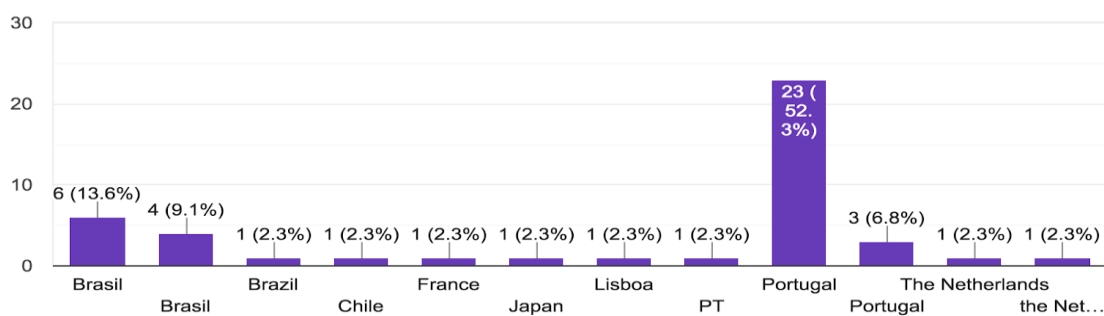
Q1: Age



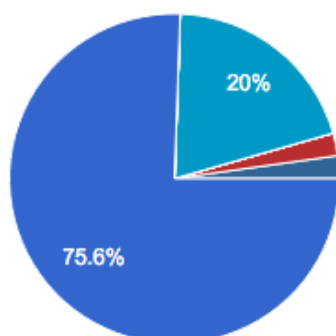
Q2: Country

País / Country

44 responses



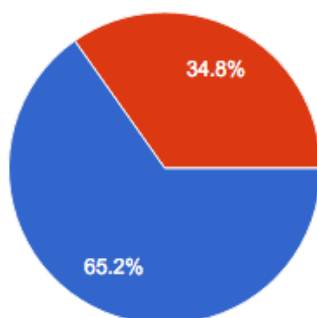
Q3: Ethnic group



- Caucasian
- Asiatic
- Western Asiatic
- African
- Afro-American
- Latin-american
- South-asiatic
- Southeast Asiatic

▲ 1/2 ▼

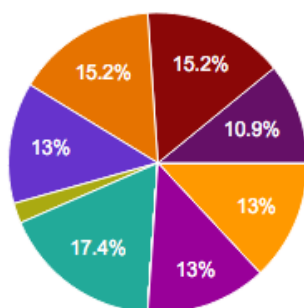
Q4: Gender/Orientation



- Female
- Male
- Trans-girl – has or is currently trans...
- Trans-boy – has or is currently tran...
- Gender fluid – Those who have diff...
- Agender – Those with no gender id...
- Androgynous – Partly male and fem...
- Bi-gender – Those who experience...

▲ 1/3 ▼

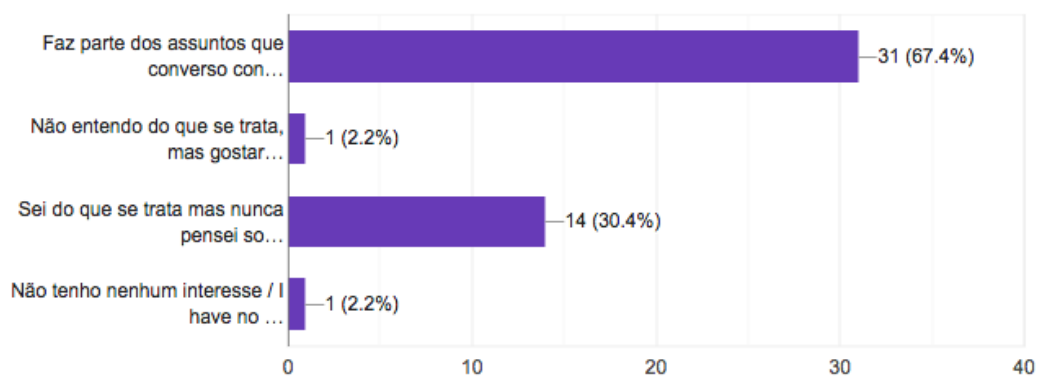
Q5: Which course are you enrolled in?



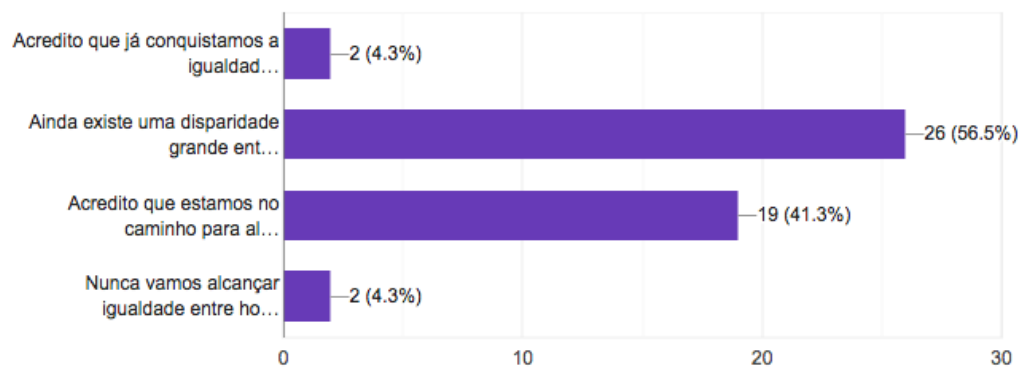
- Licenciatura: Design Global
- Licenciatura: Games&Apps Devlp
- Licenciatura: Design
- Licenciatura: Fotografia e Cultura Vi...
- Licenciatura: Marketing e Publicidade
- Licenciatura: Ciência da Comunicaç...
- Licenciatura: Informática de Gestão
- Licenciatura: Engenharia Informática

▲ 1/3 ▼

Q6: About the subject gender equality...



Q7: On equality between men and women in society



Q8: Do you believe that women have more difficulty accessing opportunities than men, why?

(open answer)

Sim, principalmente no mercado de trabalho, cá em Portugal.

Não, pelo menos na Europa.

Sim, por várias razões uma delas por ser um ser humano que muita gente considera mais frágil que o homem, mais sensível que o homem e menos resistente que os homens.

Sim, porque existe preconceito a cerca de suas capacidades e características em comparação com homens.

Sim, mas cada vez menos nos países desenvolvidos. Penso que as diferenças se notam mais nos países com culturas mais extremistas ou pouco desenvolvidos

Menos oportunidades de trabalho, porque para os empregadores eventualmente mais tarde tem de cuidar dos filhos

Desvalorização

Depende da área

Yes, I believe that women are interpreted as introverted beings thus making opportunities less accessible to them.

Sim, pois o preconceito ainda existe. Não somente de homens, mas também de mulheres mais idosas.

Sim. Acredito que ainda existe muito preconceito e subestimação da imagem da mulher no mercado

Sim. Dependo do país, mais em muitos casos no âmbito laboral, ou enquanto aos seguros médicos, etc, a mulher fica prejudicada por o facto de ser mãe. Quando você está em idade fértil por exemplo. (Além de muito outros exemplos)

Sim, porque existem trabalhos em dizem que as mulheres não podem por ser trabalho "pesados" por exemplo trabalhar como obreiro.

Sim, por acharem que as mulheres não têm tanta capacidade para trabalhos que requerem mais força física , entre outros

Sim. Muitas vezes é imperceptível, são coisas muito sutis, por exemplo: trabalhei durante alguns anos na área de tecnologia. As conversas que meu chefe tinha com meu colega durante reuniões 1:1 eram sempre sobre estratégias do negócio. As conversas que tínhamos em nossas reuniões eram sempre sobre aspectos operacionais do trabalho. O que meu colega aprendeu com ele o possibilitou crescer na empresa de uma forma que nunca consegui.

Sim, pois ainda existem mulheres que nao sao escolhidas para um emprego que um homem com menos qualificacoes é admitido

Sim. Porque o sistema é um homem branco, hétero e normativo. Na fila da oportunidade/privilégio, todos que não são isso estarão atrás.

Sim acredito que o acesso a oportunidades é mais difícil para as mulheres porque a sociedade durante anos inferiorizou as mulheres e hoje ainda existe presente na cabeça de muita gente esse sentido de inferioridade

Historical and cultural facts. Misogyny and sexism.

Sim. São oferecidas mais oportunidades aos homens

Yeah, I do. But I don't get the point! I guess it is because of the very past

No I don't have problems with that

Yes but I think it depends on the job and/or your social status

Apesar desta situação ter melhorado nas últimas décadas, acredito que os homens ainda têm mais oportunidades que as mulheres, pois dentro do mesmo cargo ainda há imensos homens que ganham mais que as mulheres.

While my staying, I couldn't have find differences on that at Lisbon.

Sim, ainda há muitas injustiças.

Sim. Devido à desigualdade existente.

Sim

Não, hoje em dia acho que as mulheres têm muito mais acesso

Sim em algumas áreas

Sim. Por exemplo no mercado de trabalho, sinto que por exemplo os homens podem ter oportunidades de emprego em todas as áreas, ao contrário das mulheres, que não tem oportunidades de emprego em certas áreas que dizem ser só "trabalho para homens".

diferenças físicas e fisiológicas

Sim, pois ainda somos vistas com o sexo frágil por muitos, ainda existe homens que acreditam que mulheres não merecem muitas coisas pelo simples fato de ser mulher.

Sim, por uma questão histórica

Sim, acredito que seja uma questão histórica

Sim, em termos profissionais um homem logo a partida é muito mais aceito como "sabe fazer" enquanto que a mulher tem de "lutar" mais para tal

São consideradas mais fracas

Acredito que as pessoas tem as oportunidades que conquistam e que nada tem a ver com género. No entanto

Acho que depende. No trabalho por exemplo, existem empregos que se têm como predefinidos para homens ou para mulheres.

Sim. O machismo ainda está enraizado na sociedade e por isso as mulheres precisam batalhar em dobro para ter acesso a uma oportunidade.

Na área onde trabalho não sinto essa dificuldade mas é de facto um assunto muito importante.

Sim, por conta da cultura social que ainda é extremamente machista e diminui o valor das mulheres

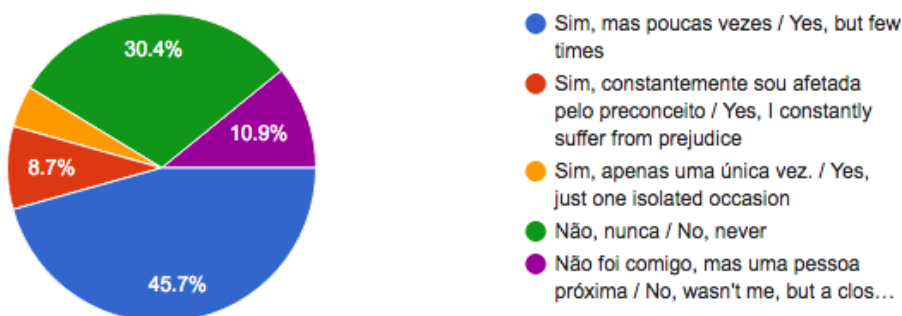
Acredito que depende das áreas de atuação. No caso específico dos cursos lecionados no IADE, acredito que não seja grande a disparidade.

Não acredito.

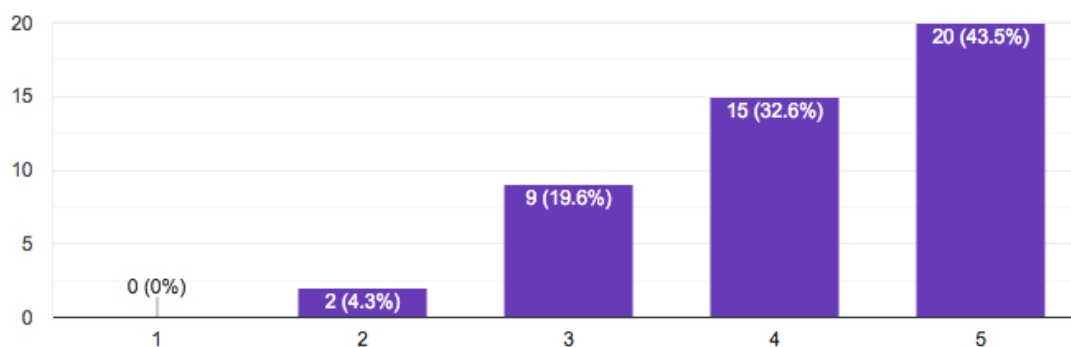
Ainda existe uma ideia retrógrada do papel da mulher na sociedade, trazendo mais dificuldade para com as mulheres para encontrar o seu caminho profissional de forma igual à dos homens.

Sim. Primeiro pelo machismo, ainda mais em Portugal onde o machismo prevalece, e toda a questão do 'sexo-frágil'.

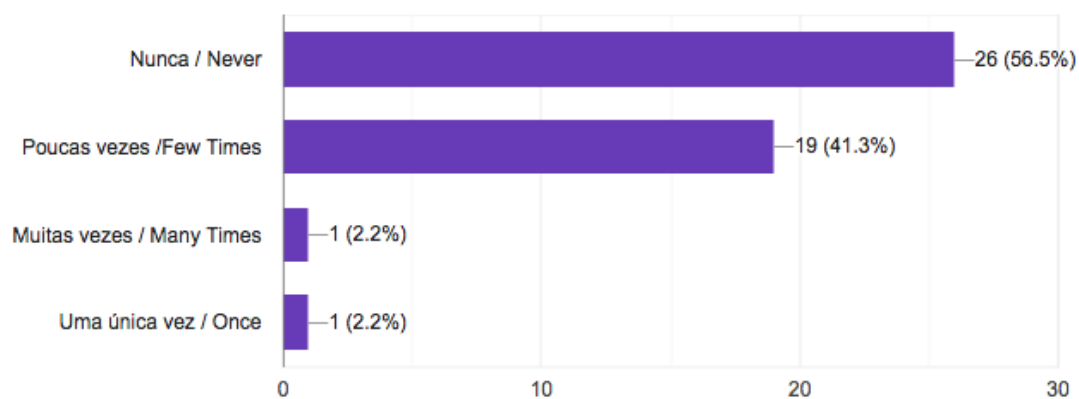
Q9: Have you ever experienced prejudice because of your gender, sexual orientation, color, race, or beliefs?



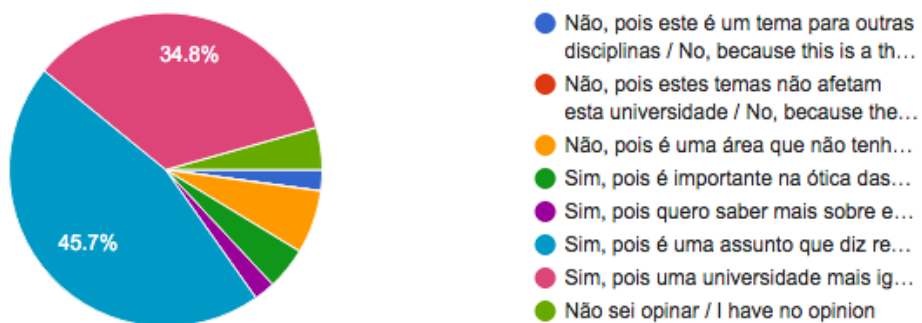
Q10: From 1 (very bad) to 5 (excellent), how do you think the university environment respects the differences between men and women, do you believe that the university offers the same treatment to men and women? (1-very bad to 5-excellent)



Q11: Have you discussed topics such as diversity and equality in this university?



Q12: Do you believe that it is the university's role to address this issue and create policies for equality and diversity?



Q13: What makes a university more egalitarian for you?

(open answer)

Respeito o próximo
Mesmo tratamento para todos, não só entre homens e mulheres e outros, mas entre qualquer etnia, religião, etc
Mais respeito pelo próximo seja mulher homem ou tenham uma orientação sexual diferente
Oportunidades iguais para todos os integrantes, independente de suas opções, preferências ou características.
Este questionário necessita urgentemente de ser revisto, na pagina seguinte as perguntas de resposta obrigatoria estao mal feitas e obrigam a que respondamos a coisas que não sao verdadeiras devido a não haver opção. Toca a reformular as perguntas pois todas as respostas sao invalidas... boas tardes e bom estudo
propinas iguais em todos cursos
Respeito igual
Nada
Open forums for discussion on these topics.
A abertura da cabeça das pessoas, principalmente dos professores, não somente em relação a desigualdade de gênero / condição sexual, mas também ao preconceito com estrangeiros falantes da língua portuguesa
Todos ser tratados e conseguirem ter acessos as mesmas coisas
Formar alunos mais cultos e preparados, sendo um maior aporte para a sociedade evoluir nessa direção.
O facto de ambos os gêneros serem tratados de igual forma.
Serem tratados de forma igual
Acredito que mais do que tratar homens e mulheres de forma igual (o que acredito que já aconteça), a universidade poderia ajudar a preencher o gap que hoje existe entre os gêneros, ou essa diferença nunca será diminuída. Uma forma de fazer isso seria oferecer workshops sobre mercado de trabalho, por exemplo, ensinando como mulheres podem negociar salários, aprender a pedir aumento... Temos um hábito ruim de não negociar salários e acabamos entrando nas empresas ganhando menos que colegas homens. Isso faz com que a disparidade já comece no momento em que assinamos o contrato.
Igualdades de oportunidades e nao existir discrepância de atencao de certos profs em relacao ao sexo do aluno
Sonho um dia poder entrar em qualquer ambiente e ver mulheres e negros em altas posições, e não sempre na posição de servente.
Haver igualdade entre atenção dada pelos professores a todos os alunos (homens mulheres gays lésbicas etc.)
Create opportunities to discuss and study politics of equality and related subjects

Tratamento de respeito e oportunidades iguais

When everybody at the university, just don't give a damn about others...

same toilet

Not have any different treatments between students

Haver mais respeito entre todos nós. E abordar questões sobre os assuntos levantados anteriormente.

I think there isn't big problem.

But holding competition or project that is achieved by coporation of many students will be nice.

Simplesmente agir de forma natural, igual e respeitosa com todos, preferencialmente.

Promove isso mesmo.

Não sei

Ser igual para todos, não distinguir ninguém

A não distinção

Os meus direitos para todos, independentemente do seu género ou opção sexual

não sei

Onde todos têm os mesmo direitos, não importa o género

Respeito a todos igualmente

Trato todos da mesma forma

Os mesmos direitos, como proprinas e em termos de trato pelos professores

tratar todos os alunos de forma igual

Igualdade de oportunidades

Aceitar todo o tipo de pessoas e as pessoas entre si respeitarem-se

Igualdade de género no corpo docente. Debates sobre o assunto. Respeito. Aceitação.

Pergunta difícil... Com o meu background de engenharia poderia dizer que às vezes os ideais de uma mulher engenheira não são levados tão a sério como se a ideia vier de um homem. No geral, acho que esta luta pela igualdade deveria ser mencionada em qq que seja o curso em questão.

Acho que tudo começa pelo tratamento dos professores e coordenadores. Acredito que gere um efeito cascata

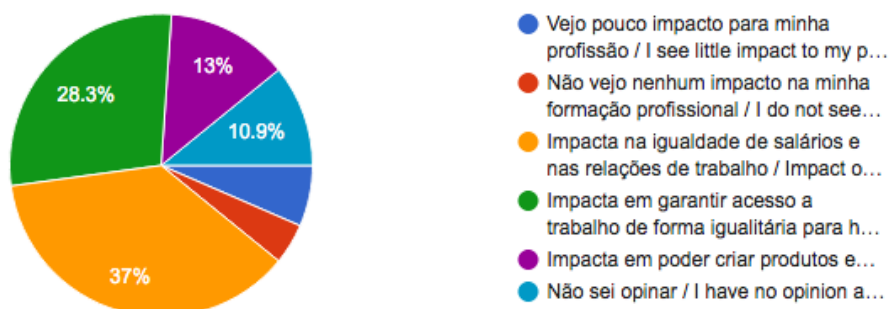
A dádiva das mesmas oportunidades a todos os colaboradores/alunos.

Tratar as pessoas com individualidade e não coletividade

Abordar o tema de forma activa, pois não fará apenas impacto dentro da universidade pois levaremos conhecimento para outros momentos da nossa vida.

Acho que tocar nesse assunto de igualdade já é algo muito importante, e um passo para isso. Design, arquitetura e moda são profissões taxadas como femininas, e acho incrível ter salas tão mistas e com tantas nacionalidades.

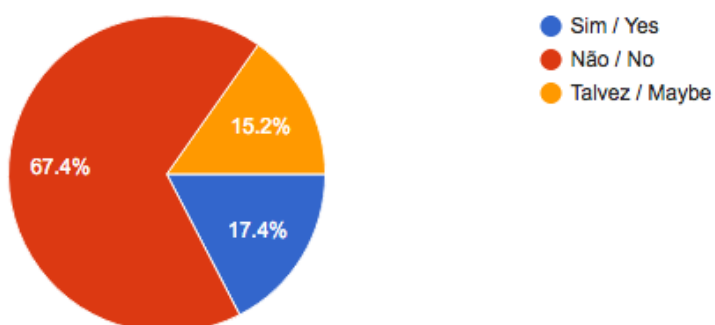
Q14: What impact do the issues of gender equality and diversity have on your vocational training?



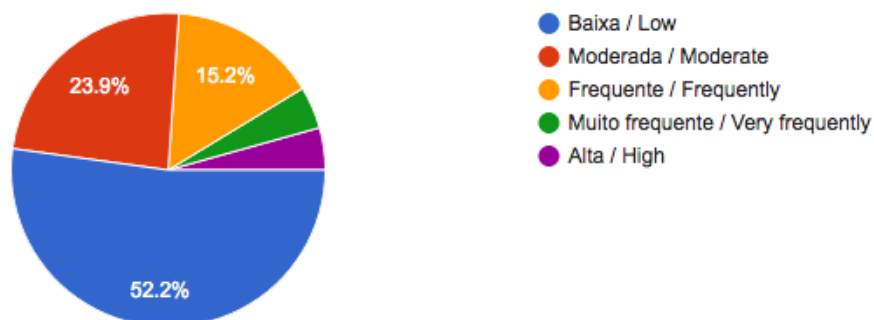
Q15: Would you be available for interview or participate in design thinking dynamics? Please leave your email contact. (contact information from students)

Part 2

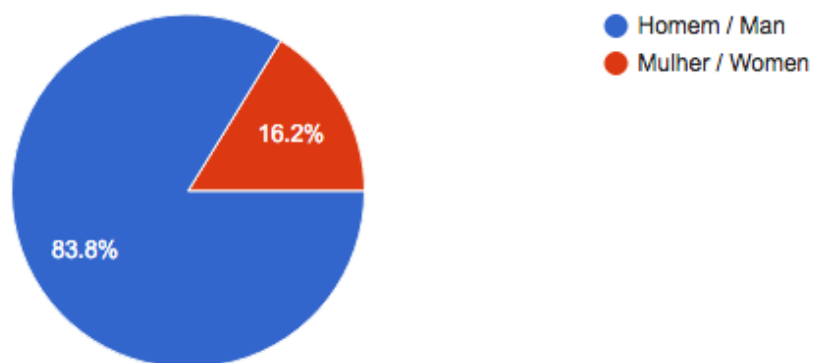
Q16: Have you ever suffered in the university environment some form of bullying or moral harassment?



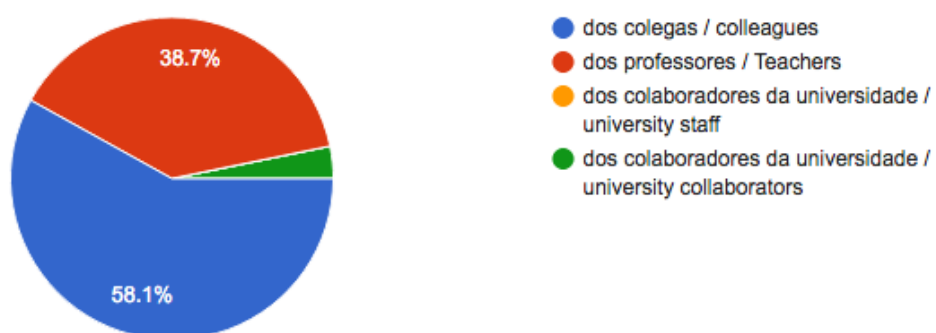
Q17: Do you notice that harassments happen how often?



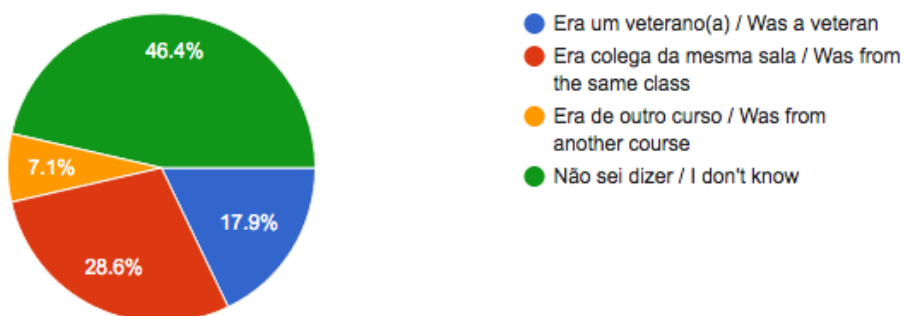
Q18: Was the aggressor in the experience a man or a woman?



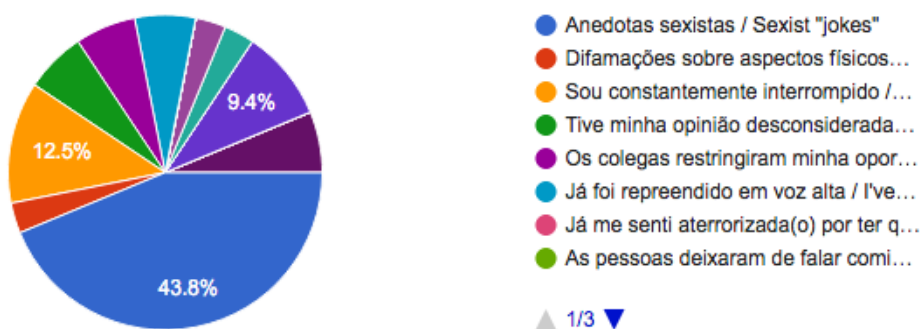
Q19: The harassment suffered was made by ...



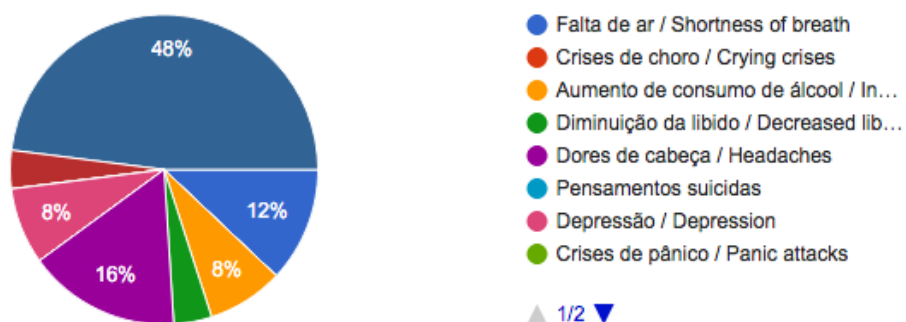
Q20: If the harassment was from colleagues, how would you classify this person?



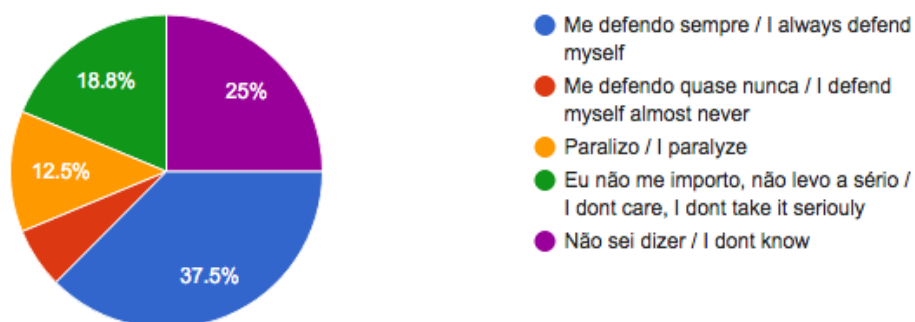
Q21: What types of harassment do you claim to have suffered (issue is based on Leymann's Inventory of Psychological Terror (LIPT) by Leymann (1990))



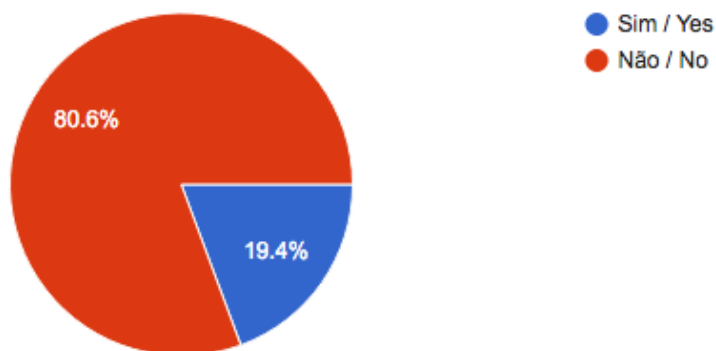
Q22: Check what is true for you. After the harassment case, I had symptoms such as:



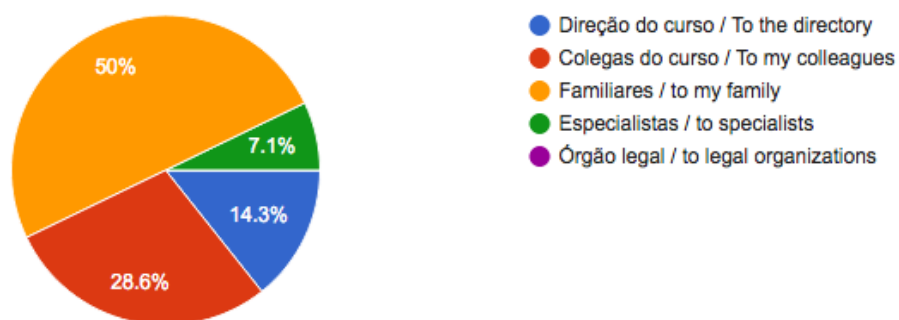
Q23: What is your reaction in the moment you suffer harassment (moral or physical)



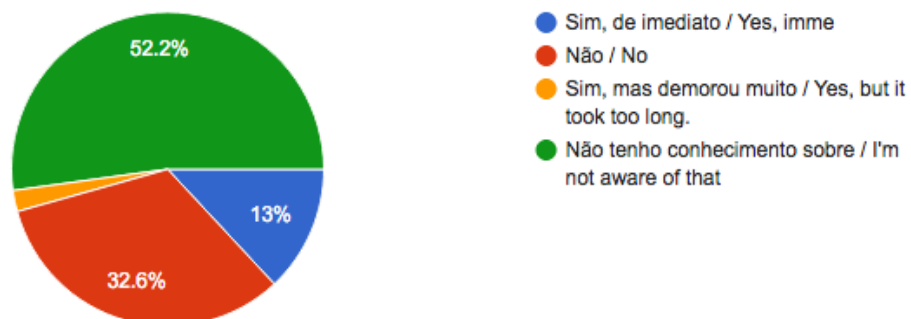
Q24: When you suffered harassment, did you seek help?



Q25: If yes, in the previous question, whom did you turn to?



Q26: Have you seen any action taken regarding harassment in the university environment?



APPENDICES B: Interviews

Interview Guidelines

Purpose:

The purpose of this study is to analyze how gender equality is seen and practiced by professionals and professors in the creative industry, to learn what were their barriers, what influenced in their own journey, how they experience the gender issue and how they see the perspectives in this area, to develop solutions that can contribute to better introduce the theme of gender equality at university. To realize this interviews was selected four professionals that have some related work develop in gender equality, some more specifically and others in a more superficial way.

Main topics for interview:

a general vision of gender equality nowadays;
experience in woklife and academy regard this subject;
future perspectives; and the university role regard gender issues.

Interview with A. S., mother and Human Resources professional at an ICT company

(the original text)

24.01.2019

17h00

01:01:05

A.S:

quando tu pensas que a própria forma como as organizações estão montadas assumem que quanto mais alto sobes, mais disponibilidade tens que ter, e isso conflitua com a tua noção de querer ser uma mãe presente, etc. Portanto, tipicamente as mulheres profissionais que querem chegar mais longe são aquelas que ou decidiram não ter este papel de mãe tão ativo ou simplesmente não tem essa opção ou vocação, vontade. (...)

Lembro de ter uma conversa com uma colega de trabalho de ela dizer que gostava de ter uma filha que era para ela cuidar dela quando for mais velha.

(...)

Em termos de equilíbrio familiar é muito complicado a mulher ter estes papéis todos, porque de repente aumentou o número de mulheres que estão no mercado de trabalho, que têm cargos de liderança, etc, mas que também têm o workload em casa de umas horas e de fazer o planeamento da gestão familiar. Quer dizer, para a mulher ser bem sucedida profissionalmente, ela já passou não sei quantas horas a trabalhar extra em casa que o homem não passou, portanto ele tem mais disponibilidade mental, física para poder avançar na carreira.

Para não falar no estigma que vem conosco desde cedo de aversão ao risco.

Tenho uma história pessoal e uma história profissional. A história profissional tem muito da EDP, que foi onde comecei a trabalhar e onde fiz praticamente meu percurso todo até agora, estou na Outsystems há 2 meses e meio. Na EDP, fiz planeamento estratégico, de negócios, portanto nada a ver com recursos humanos, mas eu sempre soube que queria fazer recursos humanos, simplesmente aquela função me deu uma perspectiva muito boa de negócio que eu queria ter antes de avançar para temas de pessoas. Depois a EDP criou uma área corporativa de Learning estratégico, e fui para essa área a ajudar a criar a universidade, e daí passei para os recursos humanos da EDP onde trabalhei num dos primeiros projetos, um dos maiores projetos que já trabalhei a diversidade e inclusão, então montei na EDP uma estratégia de diversidade e inclusão, com uma equipa, e depois esta estratégia tinha três anos que foi sendo implementado, que passou a ter envolvimento inconsciente, que fomos conhecer a fundo como era a EDP em termos de números de diversidade, em várias dimensões, gênero, nacionalidade, gerações, e perceber como estava a EDP e quais eram os possíveis desafios que tínhamos. Porque dependendo da dimensão podem ser muito diferentes. E da região podem ser muito diferentes, por exemplo, no Brasil tendo cotas para pessoas com deficiência é completamente

diferente a dinâmica que existe em volta do tema que aqui em Portugal que não tinhas isto, que vai ter agora pela primeira vez este ano, e as pessoas aqui são vistas mais como coitadinhas, que não conseguem fazer e tu não consegues perceber o potencial para aproveitar o potencial em algumas áreas da empresa. E, ter a responsabilidade social de ajudar também as pessoas a entrarem no mercado de trabalho, senão é um ciclo vicioso. E depois detectamos algumas coisa que claramente estavam a promover o status quo. Ou seja, tínhamos um programa de trainees que em todos os processos de recrutamento tinha mais ou menos 40% de mulheres no processo e quando chegou ao momento dos processos de entrevistas internos foram escolhidas as pessoas para entrar no programa passou de 40% para 24% e os homens subiram para 74%. E, 24% era exatamente o número de mulheres na EDP, ou seja, nós estávamos garantindo o status quo, sem consciencia e sem perceber o que estávamos a fazer, estávamos a repetir o que era o papel das mulheres na EDP, que era 25%. Como o talento era de 40% e de repente se retém 24%. Isso foi uma coisa muito boa mostrar números, até porque a EDP é uma organização de engenheiros, então mostrar os números os ajudava a compreender, a não achar que isso era muito "fluffy". Tive oportunidade na EDP, que é uma grande empresa e resolveu apostar neste tema, tive a oportunidade de ir todos os anos a uma conferência sobre diversidade e inclusão e foi muito bom para conseguir apanhar boas práticas ao redor do mundo. Livro Inclusion Nudges, que são iniciativas que as organizações foram partilhando e fazem dentro de suas empresas no sentido de mais inclusão, no sentido do ponto de vista de gênero, um exemplo que se dá muito é um exemplo que é tão simple e tão forte que é em campanhas de mobilidade interna ou quando que fazer um "assessment" a tua população para perceber quem está disposto a fazer mobilidade internacional, antes de lançares uma pergunta que diz: "está disposto a fazer mobilidade internacional?" tu vais ver que se calhar só 10% das respostas vão ser de mulheres, porque é uma pergunta tão aberta e com tanto risco envolvido, como elas não percebem se o estar disposto é amanhã, começam a pensar neste momento não estou disposta, pois neste momento tenho um filho pequenino e não quero ter a ficar dois anos fora. Portanto, se queres ser inclusiva, a pergunta que tens que fazer tem que ser mais adaptada, por exemplo "está disposta(o) a fazer mobilidade internacional ao longo dos próximos três anos..?" É perceber a forma como construímos nossos processos, as perguntas que fazemos, estamos a ter em conta os perfis diferentes que temos na organização. Por exemplo aqui na OutSystems temos os "remotes", pessoas que trabalham a partir de casa, e sentem um nível de exclusão gigantesco face a outros níveis da empresa, aqui temos um escritório onde a cultura é algo muito forte, enquanto eles estão somente a interagir com o computador, então como cria programas que respondem a esta população.

Do ponto de vista pessoal, eu fui mãe em 2017, e na altura, na minha família sempre fui a pessoa que sempre levou mais dinheiro para casa e também a mais focada na carreira. Tenho mais ambição no que gostava de atingir e no impacto que gostava de deixar. Por isso, pareceu mais que razoável que a forma como dividimos o tempo com o filho que fosse mais desequilibrado pro lado dele, pois eu tinha que equilibrar do lado profissional, mas isso foi um processo de reflexão dos dois, começamos por fazer a licença partilhada, em que eu fiquei cinco meses e ele ficou um, mas a partir daí achamos que o nosso filho ainda não deveria ir para uma creche ao fim de seis meses, então ele tirou uma licença de mais 3 meses e para além disso tirou mais 6

meses. Portando o pai ficou dez meses com nosso filho em casa. Ele trabalha na EDP, a reação do diretor dele foi "mas porque não faz como todos os homens e deixa a criança no berçário, qual a justificação, não gosta do trabalho que está a fazer", tu metes em causa profissionalismo quando não consegue perceber que o que a família escolheu foi passar mais tempo com o filho, e ser o progenitor que tem mais disponibilidade e que vai custar menos a família fazê-lo.

(...)

Talvez até o fato de ter muita influência religiosa aqui em Portugal não ajuda, por outro lado acho que cada vez mais isso vai acontecer mais, pois estas novas gerações fazem muito mais esse tipo de exercício, não vai se calhar focar em uma carreira sempre estável, como as gerações anteriores, vejo alguma mudança por aí, mas será uma mudança que será as custas como meu marido de ficar mal visto profissionalmente sendo que, começam a aparecer pessoas como no caso do meu marido, que mudou de área depois que voltou a trabalhar e a pessoa que o contratou disse que valoriza esta postura, que tem essa coragem de dizer este é o tempo que dedico a família e este é o tempo que dedico ao profissional. Não quer dizer que seja pior profissional, simplesmente resolvi fazer um "tradeoff" numa hora específica da minha vida. São dez meses em 40 anos de trabalho, vamos relativizar um bocado.

(...)

Do ponto de vista da organizações isso muitas vezes é interpretado como falta de "engagement", o fato de eu falar abertamente sobre estes temas, de dizer tem um período da minha vida em que eu quero dar mais atenção a família passa por isso de "a empresa não é tua prioridade?" E isso é de facto uma mudança que vai acontecer nas organizações, como mudar o conceito de engagement. Se o engagement tem um prazo não tem um prazo, deve ser medido em diferentes fases dos momentos da vida, acho que isso é um trabalho que te ajuda a compreender melhor até geracionalmente/momento da vida, que é normal que haja algumas coisas da vida que faz por via da família e não trabalho e sua vida.

Não gosto muito do conceito do "workbalance", mas gosto mais do conceito "worklife integration", por aqui acho que o balance pressupõem haver um equilíbrio que não existe, o que tu faz integra, não é aquela das 9h às 17h. Se for preciso sair no meio da tarde pegar a criança na escola, vai ser assim e se for preciso ligar o computador às 22h e terminar qualquer coisa. Outra questão purista do lado de proteção laboral dos trabalhadores, que eu não percebo, que já não faz sentido hoje em dia, que se não picar o ponto...eu percebo e decido se estou sendo explorado ou não, eu decido em que momento que digo basta, tenho empowerment. Percebo que em determinadas funções eu preciso ter um horário tabulado, a maioria das profissões que tu estás a trocar por dinheiro é saber é conhecimento não me faz muito sentido que se tenha um horário muito inflexível. Acho que isso prejudica a todos e sobretudo aos cuidadores.

(...)

A campanha da Gillette, estava a falar com meu marido e é impressionante, que o que gera muito mais dislikes, do que pessoas a olhar para a mensagem e perceber "porque não haveria e ser bom nós todos querermos ser as melhores versões de nós mesmos?" Sejam homens ou mulheres, é uma mensagem positiva, bora lá fazer o melhor, bora lá ser o exemplo que nossos filhos precisam ver. E no entanto isso gera

desconforto. Por isso tenho minhas dúvidas que hoje os posicionamentos bons de marcas e empresas, façam ricochete e funcionem contra, sobretudo nas cabeças de pessoas mais tradicionais que veem isso como afronta. Infelizmente são esses que governam o mundo, porque se a população está a envelhecer e a pirâmide da população está completamente invertida, não somos nós quem comandam estas transformações, mas também existem pessoas mais novas que tem esses comportamentos. Tendencialmente as pessoas mais velhas tem uma visão um bocado mais tradicional da família, e são esses que tem maior número de votos no governo...

(...)

Eu tive a oportunidade na EDP de fazer um curso de enviesamento inconsciente "unconscious bias" e foi muito interessante porque a primeira vez que fizemos este curso fizemos a todos os profissionais de recursos humanos, e uma das coisas que percebemos na sala foi que haviam pessoas que achavam que não haviam mulheres engenheiras em Portugal. Portanto, tivemos que refutar com números, e fomos ver um estudo que mostra que a quantidade de mulheres que saem das engenharias e davam para preencher cinco vezes as nossas vagas de recrutamento. Portanto, foi importante que quebrássemos estes mitos com informação real. Também fizemos com os managers, aplicamos também o curso. O que eu acho que o curso tem a vantagem de promover algum conhecimento de causa, mas mais uma vez, para as pessoas que estão na dúvida pode ser um pouco contraproducente, pode realçar os enviesamento que tem. Por isso, não estou certa que voltarei a fazê-lo numa empresa como a OutSystems. Acho que pode ser interessante trabalhar algumas competências que homens e mulheres podem ter para por exemplo reforçar a empatia, reforçar assertividade, para as mulheres se calhar por via de não terem de lidar tanto com o risco.

Já percebi também que a gestão financeira de uma mulher tipicamente ao longo do ciclo de vida de trabalho é muito pior que a do homem, como ela tem mais saídas, como está mais tempo fora, como tem mais momentos que não está a responder, a própria mulher não faz tanto o investimento financeiro na sua gestão. Tipicamente a mulher não tem esse lado. E esse lado é muitas vezes o que dá segurança para uma velhice mais tranquila, portanto, as empresas também podem ter esse papel de educação financeira que depois tem consequências que se calhar não são diretas, mas são boas. Uma mulher que começa a pensar mais em posição financeira também começa a pensar se não deveria receber um aumento, portanto não está sempre a espera de ser reconhecida e aprende a se impor e valorizar seu trabalho.

(...)

Neste momento eu gostaria de valorizar mais a empatia e a interseccionalidade, ou seja, tu compreenderes melhor o que é interseccionalidade, ou seja tu compreenderes o que tens de parecido com o outro e fortalecer isso, para não estar somente focado em estereótipos de gênero, raça, de nacionalidades...(...)

Portanto, precisamos ter muito cuidado com os pensamentos que vem a cabeça a primeira vez que estamos com a pessoa, que ideias tomamos de partida que nos faz falar mal da pessoa sem a ter conhecido, pô-la numa determinada caixinha. Isso de facto pode ser trabalhado com as pessoas.

A vantagem onde estas numa empresa onde essa cultura de partida já existe e, a diferença que eu vejo entre uma EDP e uma OutSystems é que aqui há um conjunto de valores que as pessoas vivem e que vivem mesmo

a sério, que ajudam a garantir que a diversidade está mesmo presente: que é "ask why", pergunta porque estas a fazer isso, porque isso não aconteceu, e outra "challenge the status quo" e portanto é logo um ponto de partida para ver se isso vai sempre ser assim, porque continuar assim, porque continuamos a contratar desta maneira, porque insistimos em só trazer homens brancos, portugueses, para nossa pull de talento. É muito bom ter de partida esta opção de cultura que já te amplia o que pode ser uma abertura a igualdade de gênero e diversidade. Agora, se me perguntares se eu fosse a OutSystems e fizesse uma campanha de igualdade de gênero, de feminismo, acho que não ia funcionar, porque não é por aí que eles reconhecem valor. Eles conhecem valor por mérito das pessoas, homens e mulheres, já tentei explicar que mérito é uma coisa super subjetiva. É bom e é mal, é bom porque de facto se tiveres critérios bem definidos e avaliados, boa, mas na maioria das vezes entra muito na subjetividade, feeling, gosto não gosto, portanto, não é fácil gerir méritos. No final do dia tem que vir a munção dos números, e tu perceber se está por exemplo numa fase de performance review, que as pessoas estão a olhar para o ano e dizer se fizeram ou não um bom trabalho. Se nós tivermos homens e mulheres mais ou menos parecidos na maneira como estão distribuídos, numa curva de performance reviews não faz sentido ao final só ter 10% das mulheres promovidas, quando na verdade 30 ou 20% vão ser promovidos.

(...)

Qualquer momento de escolaridade da vida de uma pessoa já devia ter isso incluído desde logo. Portanto eu não percebo quando tu tas com uma criança pequena e ela é um rapaz, brinca muito mais com coisas de lógica, e quando é com menina, se desperta mais o lado cuidador. Mas dê uma boneca para os meninos, para brincar de vez enquanto, se nunca lhe der essa opção, eu sei lá se o instinto masculino não iria dizer uma coisa diferente quando brincasse com uma boneca. Com isso parte desde muito cedo de termos esta abertura para permitir às mulheres serem mais exploradoras e os meninos mais cuidadores. E isso é algo que em todos os níveis de escolaridade poderiam ser explorados.

(...)

A machine learning dizem que vai reduzir imenso o bias, não vai se a pessoa que estiver por trás não indicar as condições que são completamente enviesadas.

(...)

Eu gosto da visão do Behavioural Design e do behavioral economics porque não faz muito sentido nós pensarmos nas dinâmicas da nossa economia e da nossa empresa, assumindo que as pessoas que lá estão fazem otimização de recursos, que buscam o mais barato, isso não existe, por isso todos nós vamos pelo impulso que muitas vezes escolhemos o que está mais a mão. Por isso, numa empresa que tem uma pool de talentos se não houver um destaque para mulheres que fazem trabalho não aparecerem mais visíveis que mostre a equipa de gestão que lá estão, é como se não existissem, lá está, nosso bias da proximidade é forte, se as pessoas não estão na nossa frente, não existem. Tem que ter muito cuidado com isso e tentar perceber como nossos processos podem ter isso em conta para também tomar atitudes.

(..)

Responsável em people, com interação com as áreas, os acesse managers, que são as pessoas a implementar os programas que eu ajudo a criar. Neste momento a Outsystems não tem um posicionamento de diversidade e inclusão, estamos a criar, e vai ser um desafio interessante perceber como é que vai acontecer.

(...)

Acho que as empresas ainda tem um caminho longo a percorrer, do ponto de perceber que forma a estrutura e da forma que estão organizadas não exige demasiada disponibilidade em uma fase da vida em que elas querem ter uma família isso obriga-as a fazer um tradeoff grande. Também acho que uma coisa que é capaz de mudar daqui alguns anos é aquela noção de que a tua carreira tem que ir sempre a subir. É muito estranho que tu apliques um ciclo de vida a um produto e que não aplique um ciclo de vida ao trabalhador. O trabalhador quando sai deve sair no auge da sua carreira, isso não faz sentido nenhum, é insustentável que todos saiam e ganhem o máximo que ganhou na vida, até porque se nosso pico de produtividade está nos 30-45 anos, como aos 60-70 vai ser quando recebes mais, muitas vezes isso cria problemas organizacionais, onde essas pessoas ganham muito mas já não produzem assim tanto, pois o peso vai a quem entrar que tem que produzir duas vezes mais para compensar. Há aqui questões geracionais para se ter em conta. Acho que se começar a pensar nisso as mulheres também vão ganhar pois já não há aquela obrigatoriedade de tua carreira ser sempre a subir. COisas como a gig economy, o fato de poder dar coisas e horas, alocar esforço, tem o lado negro de ser instável, mas tem a liberdade e flexibilidade, de permitir às pessoas integrar trabalho e o resto de suas dimensões. Por isso, vejo com positivo, temos que ter cuidado para não antagonizar este tema, sou muito heforshe, sheforhe, sheforshe, não gosto das perspectivas deles contra elas, delas contra nós, mas às vezes cai-se um bocado neste risco. As Capazes são muito combativas e acho que isso não beneficia a causa. Estava me questionando o que eu sou, no final do dia sou feminista com muito orgulho, mas sou mais humanista. Quero que todos tem oportunidades independentes de suas raças, genero...e isso é muito difícil porque no final do dia todos somos privilegiados e não valorizamos o que temos como dado adquirido. E volto na questão da empatia como foco deste milênio.

Interview with Fernando Mendes, professor at IADE

(the original text)

23.01.2019

15h15

00:15:01

F.M:

Não consigo responder em nome da universidade, mas como docente de casa e com alguma ligação a universidade e a escola...A escola para começar não deve colocar a questão desta forma, não deve pensar que é um problema de fora e que depois cá dentro se decida se dedica-se a ela ou não. A problemática existe também dentro da escola, na escola também há homens e mulheres e, as mesmas questões que se põem dentro e fora da escola. Portanto, a escola também deve ser um espaço de inclusão e de aprendizagem. (...) Quando se está a discutir essa problemática em relação a desigualdade de gênero entre homens e mulheres, quase sempre a conclusão é que a questão se resolva com a educação, portanto tem que se começar mesmo de baixo. É logo de bebé. É o menino que não deve ser tratado de forma privilegiada em relação à irmã que é uma menina. Porque as coisas começam logo aí, imediatamente. Como nós obrigamos nossas crianças a ir para uma escola então é suposto aprender também estes valores de respeito entre gêneros, de igualdade, tudo isso seja fomentado e trabalhado, explicado, instigado desde a mais tenra idade. A universidade pode se pensar que já se sabe um bocado mais, e que como em idade adulta pouco se pode fazer. Eu acho que é uma faixa etária também muito disponível para a mudança em comparação com outros mais jovens ou outros mais velhos. Neste sentido também algumas iniciativas que nós fazemos, eu tento propor alguns trabalhos para que as pessoas reflitam também um bocadinho sobre estas questões, para que possa haver mudança de mentalidade.

Eu lembro bem do choque aqui, entre a staff, quando se percebeu que havia um casal de duas meninas. Lembro de ir a passar e alguém do staff disse: "já viu aquilo, já viu até onde chegamos agora. Na escola, imagina aí fora". De facto a escola para o bem e para o mal se mantém a parte das coisas, do que acontece fora. (...) No entanto hoje, há uma série de casais de gente com relações que poderiam chocar há alguns anos, mas que agora são perfeitamente aceites. Já ninguém aponta o dedo. Pelo menos eu tenho sentido essa melhoria. Até por lançar estes temas como temas de trabalho em design. (...) A universidade deveria contribuir à frente. Foi sempre na escola, foi sempre nas universidades e ainda hoje é, que mundo da inovação em tecnologia, ciência, quase tudo nasce muito na universidade. Esta área que é uma emergência social neste momento, porque é um tema que se tornou transversal, se calhar é um tema que boa parte das pessoas nem se quer se tinha, não se colocava, não se discutia, era uma questão para sociólogos, para umas quantas feministas loucas, mas agora é um tema que interessa a todos. Agora, quando numa turma há uma atitude de algum machismo, de algum rapaz na turma por exemplo, porque é o mais clássico, não acontece tanto o

contrário, é o professor que entra logo em ação, é a própria turma que reagem, homens e mulheres. Portanto, há uma mudança e a escola tem que liderar essa mudança, eu acho que há uma série de temas em que nas últimas décadas parece que se omitiram de liderar estes movimentos. Eu sou um nascido em maio de 68 e as coisa mudaram porque os estudantes foram para a rua e fizeram um movimento. Acho que está na altura da escola se reposicionar e voltar a liderar alguns processos. Porque, é um espaço onde se aprendizagem, e a princípio aprendizagem é positiva, não estamos aqui em uma escola para se aprender a fazer a guerra, ou para fazer o design de bombas atômicas. Há um fundo positivo para tudo que aqui aprendemos. Nós docentes e instituições devemos nos posicionar na liderança do que também está por acontecer e não ir a reboque ou se deixar estar muito sossegados, como se estas questões não nos dissesse respeito. (...) Não tenho números, mas sei que tenho uma diretora geral mulher, sei que tem uma mulher a dirigir toda a investigação, minha coordenadora, professora Emília, sei que algumas das docentes de referência desta casa são mulheres. (...) O Iade é uma escola onde o peso das mulheres, foi sempre grande e não tenho registo de ter havido preconceito de uma determinada questão, de não ter podido alcançar certa hierarquia dentro da escola. E, do ponto de vista salarial nem sequer ponho hipótese que isso possa ter acontecido. Se calhar é porque é uma escolha ligada ao design, uma escola criativa. Se calhar estas questões foram sempre um bocadinho mais debatidas, embora se olhares para o mundo do design e para o mundo das artes, durante muito tempo só os homens cuidaram. Mas tem muitas razões, é difícil conseguires ser muito binário e dizer, isto aconteceu por isto. Exatamente por serem muitas questões social, antropológica, política, é um bocadinho de tudo. A mulher é prejudicada, um bocadinho por tudo, tu não consegues identificar um só fator, se conseguíssemos resolvemos, não é possível e regressamos sempre a esta questão de base da educação. Eu nem gosto muito da questão da representatividade, eu odiaria saber que a nossa diretora geral tinha sido eleita diretora geral porque era preciso cumprir com uma cota qualquer ou odiaria saber que a professora Emília coordena a investigação por qualquer desígnio político ou outra coisa qualquer. Eu sei que é por competência. E distinguiu-se dos demais. Coordena o doutoramento em Design. Curso que eu participo há 5 anos e eu passei por três coordenações, dois homens antes e agora a professora Emília. Só com a professora Emília que isso finalmente estabilizou e funciona. (...) Eu dirijo um espaço de co-work, eu sou o único homem, no espaço há mais homens, mas até temos um figurino muito original porque os sócios (eu e minha mulher), mas depois na nova empresa que eu fiz, sou eu e outras duas pessoas, portanto os dois sócios são homens, somos três homens, mas decidimos que precisávamos de uma CEO, portanto alguém que dirigisse tudo, como se disséssemos nós não temos nem tempo nem competência transversal para dirigir todo aspecto disso, então fomos buscar diretamente uma mulher, muito competente, que teve boa parte a dirigir a LX Factory, e temos feito isso, que se calhar faria muita confusão a outros homens, ou seja, nós somos sócios fundadores, somos quem investiu o dinheiro e quem vai ter que responder a dívidas, mas decidimos que é uma mulher quem dirige tudo. Agora uma coisa estranha é, que temos reuniões com ela, e ela que nos diz o que temos que fazer ou deixar de fazer. E, as vezes vem aquela coisa de dizer, mas calma Rita, eu sou o fundador e eu quero isto, há coisas de ética minha que quero que não sejam de forma diferente, e ela diz, pois isto não vai ser assim por isto, isto e isto, e na maior parte das vezes temos que deixá-la fazer o papel dela. (...) A escola

propõe-se muito ao mercado como centro de inteligência, de discussão e de investigação, este pode ser um papel muito interessante, essa coisa de não ficarmos nós a espera que o mercado apareça e irmos nos metermos em assuntos em que habitualmente a escola não era envolvida. Esta revolução está acontecendo pelos espaços, a fusão entre trabalho e lazer, isto está fazendo mexer uma série de outras coisas e este é um tema que diz respeito a universidades, esta é uma forma de propormos a empresas, governos, estados, propormos a instituições que se investigue dentro da escola determinados assuntos que se consiga novos conhecimentos, que se consiga nova transmissão deste conhecimento e com isso se produza coisas positivas para o mundo e para a humanidade. Não podemos sequer falar de barreiras, se há um paradigma que vai se identificando é exatamente o cair de tudo que são fronteiras, apesar de termos alguns energúmenos que falam em construir muros, felizmente para todos nós a maioria das pessoas no planeta não quer mais muros, divisões, fronteiras, então estas novas gerações, (sem generalizar) se calhar o miúdo chinês repudia o que eu digo, se calhar o miúdo brasileiro diga: "como assim eu estou a viver em um país onde querem construir muros por todo lado", portanto há algum protecionismo, mas o grosso das pessoas querem este nomadismo, de ser livre e poder viajar pelo mundo inteiro.

Interview with Claudia Pernencar, professor at IADE

(the original text)

30.01.2019

00:34:08

C: Eu acho que eles estão atentos a esta questão da igualdade do género no sentido também de dar oportunidades. Por exemplo, quando nasce uma criança de um colaborador desta casa, seja ele staff ou docente, há sempre uma lembrança. A questão de nascer uma criança já é a entidade a ter uma atitude positiva e não uma atitude negativa perante o facto de uma pessoa ter de ir para casa com licença maternidade, que é um direito que as vezes é visto com maus olhos pelas entidades e empresas. Por outro lado, nós temos aqui uma comunidade muito eclética. É que as artes em si, e eu principalmente sinto muito nesta instituição, se formos para outras do grupo é ligeiramente diferente o facto de estarmos dentro da área artística ajuda-nos também a aceitar e a compreender questões por exemplo de LGTB. Eu acho muito interessante porque nós lidamos com isso como se fosse algo normal e natural e temos que o fazer, não podemos e não devemos fazer qualquer tipo de distinção. Agora eu lembro há 30 anos atrás, 20 anos atrás quando comecei a estar nas artes a lidar com colegas que eram gays ou lésbicas para mim aquilo era tudo normal, porque no meio em que a gente tava nem sequer lembrava destas situações ou de fazer qualquer tipo de diferenciação. E, eu penso que há muito específicas onde curiosamente isso não é sequer conversado, acredito que seja um tabu. Tens um exemplo aqui (em Portugal) a Ministra da Cultura. Acho que isso tem a ver com as questões culturais. Essa questão da igualdade de género é muito diferente em outros países sejam multiculturalmente mais ricos, onde tu tens muitas culturas diferentes a habitar no mesmo espaço. É tão simples quanto por exemplo fazer uma comparação ou analogia com por exemplo, a minha família está muito habituada a comer qualquer coisa e a viajar, parece que somos caixeiros viajantes, porque somos multiculturais, nós temos na prática três, quatro culturas diferentes dentro da minha família direta, indianos, moçambicanos, portugueses e ucranianos. Se nós não cultivarmos essa diversidade não conseguimos estar no mundo e aceitar o outro lado cultural e percebermos como vamos nos integrar. Agora, se me perguntares se a instituição, a instituição tem no meu ver um papel privilegiado por duas razões. Em primeiro lugar estamos numa área espetacular que permite sermos vistos do outro lado de uma forma mais descontraída, e essa descontração por detrás traz um “ok, eles fazem isso porque são desta área”, mas eu to a imaginar este tipo de situações em áreas mais clássicas como por exemplo direito, medicina, engenharia ainda se sente um tanto essa questão da igualdade de género, tem havido várias iniciativas a fazer esforços, nomeadamente um projecto, não sei se já ouviste falar do Women in Tech. Então neste momento a Microsoft faz um evento pois querem desmistificar que as áreas tecnológicas são só para os homens e as mulheres não tem lugar. Portanto, também cabe a nós mulheres também forçarmos esta situação. Não é entrar em discussão

conflituosa, mas tentar ver também a nossa posição e sermos firmes em nossa posição, só aí que vamos conseguir qualquer coisa palpável e salvaguardar também nossos direitos.

R: A universidade ela é este ambiente diverso que também possibilita tudo isso, de criar e experimentar as coisas, você acha que estas questões poderiam permear algumas disciplinas, serem mais trabalhadas, até usar a própria universidade para desmistificar algumas questões. Porque uma universidade de comunicação, design que produz produtos para o consumidor final produz comunicação, acho que tem um papel importante que poderia ser melhor aproveitado nestas questões.

C: Poderia ser melhor aproveitado, aquilo que eu sinto é por vezes há determinadas situações que não se aproveita porque em específico no IADE, temos aqui uma questão, o IADE faz este ano 50 anos, cresceu, foi implementado num conceito de família, os conceitos familiares do ponto de vista de empresas aqui em Portugal é aquilo que existe maioritariamente, como o grupo Aveiro, as grandes empresas atualmente vieram destes conceitos e foram crescendo. Mas o que se passa, o IADE com este crescimento levou alguma viragens estratégicas, foi vendido e foi comprado por outras entidades, e o que se passa aqui é que depois há problemas gritantes a um determinado nível que outras coisas são submetidas para segundo lado. E, nem sequer são pensadas ou tidas em conta. E, curiosamente isso é uma situação que é de se pensar, porque por exemplo, tu pode estar a contar você tem x números de pessoas em chefias, mas estas pessoas estão em casos de chefia porque tem competências, para já tem um currículo adequado que é necessário, depois tem competências para. E isso me deixa mais descansada neste sentido, mas por outro acho que eles não observam as igualdades de género, eles vão pelo currículo e pelas competências das pessoas. e, como mulher em determinados patamares está a ganhar terreno, obviamente que isso se sobrepõe. Agora se me perguntar que isso é igualdade de género que foi tido em conta, não creio. Não creio não, não é pensado como. Não sei se isso é tido tão em conta. O que eu sinto é que vão é picar as tuas competências do currículo a ver se aquilo faz um match perfeito para aquilo que é as necessidades das instituições. Agora, por outro lado tu tens as mulheres cada vez mais a ter triplo papel, mãe, pai, ainda estudam, cuidam da família, é tipo um canivete suíço, a mulher é um canivete suíço. Curiosamente acho que é um bocadinho por aí. A igualdade de género não é um conceito, não é uma atitude firme. É mais no sentido de “me deixa lá avaliar essa pessoa é boa nisso ou não”. Calha teres na estrutura do corpo docente mais mulheres com competências e mais adequadas, com doutoramentos, doutoramentos específicos, destas coisa que estou a falar.

R: Nesta questão de direcionar os alunos para o primeiro trabalho, o primeiro emprego, a universidade já ouviu ou tem lidado com questões de por exemplo: fui trabalhar nesta empresa e não estou a gostar pois estou sendo assediada. É muito comum haver estas questões de poder, de quem tem menor e maior poder e quem precisa estar lá porque precisa começar uma carreira.

C: É curioso porque as questões da empregabilidade dentro das instituições regem-se também pelo aquilo que é também o conceito, a forma de trabalhar de estar no mercado, dos próprios empresários, cada área tem um comportamento diversificado. Eu acredito que esta geração é uma geração que trabalha em qualquer sítio, eu aqui dentro a frente deste gabinete, isto é algo que eu acredito que já está a acontecer, que é aquela ideia de trabalho para a vida, da preocupação, não. Eles querem mais experiência, e que essa experiência possa trazer currículo, possa trazer alguma “estaleca”, que é preciso ganhar, que estamos a trabalhar e que nos sentimos confortáveis com as decisões que tomamos, de nos sentirmos confortáveis com as decisões que tomamos, que podemos argumentar sobre aquilo que são nossas decisões. Acho que eles tentam ir um bocadinho por aí. Nós temos sentido que pessoas que saem fora da zona de conforto e que vão a procura disso. Por outro lado, ainda tens um conjunto de perfil que alunos muito clássico, vão a procura de um tipo de trabalho, não conseguem sair da zona de conforto, mas isso faz parte do perfil do próprio aluno e digo uma coisa, não posso dizer que independe das áreas, não posso dizer que uma área é de uma forma e que outra é de outra. Não, não consigo te caracterizar isso, curiosamente não consigo. Acho que há algo mais genérico, onde tu tens aquele perfil de conforto e aquele perfil que se atira ao rio, seja home e seja mulher. Curiosamente o que eu sinto é que temos mais mulheres a arriscar. Muito mais mulheres a arriscar.

R: Talvez a universidade podia até intervir nisso e preparar melhor, porque a mulher se perguntar a ela: Olha tem essa vaga aqui, ela vai olhar e ver se isso saber fazer, não tem certeza. Se entregar a mesma vaga para um homem eles pegam e vão lá ver.

C: Mas isso não tem a ver com o facto de ser mulher ou homem tem a ver com o perfil da pessoa. Saber que tens pessoas que ou é segurança ou não tem segurança. É a pessoa se sentir segura para aquela posição. Não tem propriamente a ver se é do género masculino ou do género feminino.

R: Hoje vocês fazem algum tipo de preparação para o aluno ao mercado?

C: No principio do ano tens aqui os welcome days onde damos a conhecer o gabinete de empregabilidade, damos as conhecer as atividade relacionadas a empregabilidade que vão acontecer ao longo do ano, depois também uma das atividades que temos é o dia da empregabilidade mesmo, onde temos empresas convidadas, fazemos pitch's com alunos, as empresas fazem speed interviews. Ou seja, temos um conjunto de atividades aqui preparadas, no entanto são atividades um tanto standarizadas, tem que ser no sentido do grupo em si. O que acontece é que é muito difícil ter o perfil a encaixar, e isto confesso que quando eu trabalhei com empresa que fazia recrutamento, uma das coisas mais difíceis que eu acho, a área mais difícil de fazer isso é o RH, por que tu tens que perceber a pessoa a tua frente, tens que perceber qual é a valência que ela tem e perceber se ela se enquadra ou não naquilo que é a estratégia da própria entidade, e isso é extremamente difícil. Se tu não tiveres uma capacidade de análise da pessoa e perceber, ok, ela é tímida ou ele é tímido, mas se calhar tem um conjunto de elementos que se sobrepõem a timidez. E a timidez vai ser perdendo ao longo do tempo.

Um dos grandes problemas das entidades é que colocam os anúncios e pedem demasiados requisitos e muitos deles sequer sabem o que estão a pedir. Pedem porque está na moda pedir. Não sabem se aquele requisito faz sentido.

A minha experiência curiosamente diz-me.. eu alguns anos atras fui consultora da área de formação e tive um papel aqui, no emergir de uma área que era recente, agora já é pratica comum, eu me lembro de ir nas empresas explicar o que era aquela área e de repente explicar porque por exemplo os anúncios nos EUA, este convite foi feito pois eu tive alguns anos com contato com os Estados Unidos em uma formação, que me ajudou a ter uma antecipação daquilo que expectava chegar aqui ao nosso mercado. Os Estados Unidos principalmente om tecnologias que já estão a acontecer lá e aqui ainda estamos a entrar. E continua assim, mas o que é facto é que as empresas olhavam para você, para seu currículo e se perguntavam o que é que eu to a pedir? Não sabiam o que estavam a pedir, pois estavam a fazer em função do que os outros, o environment estava a fazer. Então se teu ambiente de concorrência está errado, porque tu tas a fazer igual, mas eles nem sequer sabiam que o ambiente da concorrência estava igual. Curiosamente, era uma área meio mista e eles estava a contratar só homens, e uma das perguntas que fiz foi “mas porque estão a contratar só homens e não fazem uma aposta nas mulheres?”, a resposta era “ah, porque achamos que é uma área mais masculina”. Aquilo me caiu a ficha toda “então justifiquem-se porque é uma área maioritariamente masculina?” “porque está ligado as tecnologias”, errado, ou seja, esse mindest desta entidade ainda estava muito ligado a questão cultural, curiosamente nestes dez anos eles mudaram da noite pro dia. Mudaram porque perceberam que um nicho que estavam ali a contratar para a área de engenharia, ok, mas outro lado de research, eram as mulheres que fazem, o trabalho mais complexo daquilo de paciência, de ir bater aqui e bater ali, é um trabalho que o perfil do género feminino tem mais capacidade de aguentar esse tipo de trabalho, pois os homens tem mais facilidade co trabalho mais mecânico, mais leve, isso claramente acontece.

Interview with C.R., a journalist specialized in gender equality and feminism

(the original text)

25.01.2019

15h00

00:43:16

C.R:

A minha relação com estas questões quem a ver com as questões que eu trato diariamente como jornalista, que neste caso é a diversidade, os direitos humanos e igualdade de gênero. A minha ligação começou de forma mais pessoal, desde criança sempre fui aquela que sempre defendeu os amigos por serem demasiado gordos, ou magros ou por terem aparelhos nos dentes, sempre fui aquela que sempre fez muita confusão a injustiça e a discriminação. A partir daí percebi que queria trabalhar com pessoas, mas percebi que queria sobretudo trabalhar contra as injustiças. Primeiro quis ser advogada, depois quis ser deputada, depois jornalista. Na verdade, eu tirei ciência política na faculdade, mas depois vim a ser jornalista. Como faço meu trabalho, eu basicamente atendo tudo o que tenha temas deste gênero, deste âmbito. Acredito muito que minha missão no jornalismo é dar histórias e emitir a informação, depois as pessoas que façam o que quiserem com essa informação, mas sobretudo revelar injustiças e desta forma combater desigualdade e impulsionar a mudança a quem lê.

Estes debates de igualdade e assédio é um debate muito recente. E, nem sempre é levado de forma séria, por exemplo há cerca de um ano começou a discutir-se a possibilidade dos atos de importunação sexual como crimes. O chamado tradicionalmente "piropo" que é a forma de abordagem que um indivíduo, geralmente são homens, tinha que invadia o espaço da mulher, que invadir o espaço com cunho sexual, que não era pedido ou bem recebido, e que era visto como um ataque. Essa discussão na altura não foi bem dirigida em Portugal e foi ridicularizada, pelos grupos, e eu acredito que ainda hoje a sociedade não compreende este tipo de crimes na legislação. Já estão, mas continua sendo difícil de provar, é preciso também formação dos agentes de polícia para saberem como lidar com este tipo de vítimas, isso está começando a ser feito agora. Desde uns 6 anos para cá que a violência doméstica é tida como um crime muito grave que se pode equiparar a outros, que afeta maioritariamente mulheres. Há dez anos se tu visse uma cena de violência na rua, as pessoas não se metiam e não se falava. Hoje se dia se fala abertamente sobre isso, e já é unânime que é um problema, tanto que as queixas aumentaram, a consciência das pessoas para esse tipo de crime também aumentou. Em Portugal a queixa pode ser feita não só pela vítima, mas por qualquer pessoa que esteja a volta, é um crime público. Agora desde uns três anos para cá houve um boom nestas questões, questão do piropo, houve imensos grupos de associações que ganharam força, os próprios governos, este e o anterior, as secretarias de estado trabalharam imenso esta questão de gênero. Trabalharam na formação dos agentes

de polícias e tribunais, na elaboração de campanhas para a sociedade civil, neste ano já foram aprovados alguns projetos para incluir temas da igualdade de gênero nas escolas. Catarina Marcelino começou um projeto, como secretária de igualdade, que é um projecto de cidadania para as escolas, que inclui temáticas de cidadania e igualdade nas escolas e já está a ser implementado. Depois, há alguns projetos para escolas através das associações, o problema é que não está a acontecer em todo o país, as associações fazem projectos com as escolas próximas a Lisboa mas não vão ao interior, muitas vezes é onde as pessoas mais precisam ouvir, muitas vezes é onde os conceitos de igualdade de gênero não estão em pauta.

HeForShe fez um projecto grande no IADE, parte do trabalho deles é nas universidades, no Porto, no ISCTE, no Algarve, e em Lisboa foi feito uma grande campanha feito por alunos. Em termos de disciplinas essa perspectiva de gênero é incluída nas universidades de estudos de mulheres, sociologia, em termos curriculares não há. E, se estas a fazer um produto para o público, que hoje metade são mulheres, convém ter esta perspectiva.

(...)

A informação é algo que falta muito nas corporações. Acredito que mesmo em empresas que trabalham essas questões podem haver micro comportamentos abusivos. Principalmente em grandes corporações o abuso de poder é muito presente. Acho que a informação cívica não nos é passada. És fruto do que vive em família, da vida na escola, dos amigos, depois vais ao mercado de trabalho e tem que se desenrascar com essas questões, ninguém te trabalha para estas questões. Nós aqui temos uma tendência para desvalorizar muito este tipo de comportamentos sobre os "piroco" mesmo por mulheres, muitas não vêem isso com um abuso ou um ataque. Há muitas que veem como um elogio até. Mas, há uma combinação muito perigosa que temos, que é ser mulher e ser jovem. É muito difícil ser isso, quando se é aqui em Portugal tentam primeiro desvalorizar qualquer tipo de comentários, por que está a iniciar no mercado, por que estas a tentar provar o teu valor. Portanto, tem de estar atenta para não dar demasiada conversa a isso, porque queres mostrar teu trabalho. E há um silêncio gigante sobre o que se passa nos locais de trabalho. Eventualmente quando algo acontece tu comentas com uma colega do trabalho e não passa daí. Ficas a rezar para não voltar acontecer, e também não vais ir contra um chefe. Muito pelo contexto de Portugal, da precariedade, dos salários baixos. Quando és mulher, és jovem, entras no emprego és precária, tens um salário baixo e até não estás a receber, essas condições de fragilidade, fazem com que tu seja mais permissiva para com comportamentos de abuso. Quando estas frágil não estas empoderada suficiente para poder insurgir contra o poder. Técnica de sobrevivência de sempre. Os poderosos e os mais frágeis. Neste caso, sendo mulher, jovem, precária, quer sair da casa dos pais, quer ganhar teu rendimento, ninguém te conhece ainda, não tens teu trabalho provado. Tu mais facilmente te permites que abusem de ti em nome de um bem maior, a carreira, ter uma carreira. A começar o teu percurso. Outra questão é se tu de facto insurgires contra o poder, acho que em Portugal não há uma rede para te amparar, que te proteja, que hoje tu denuncie o teu chefe, mas amanhã tu ainda tenhas trabalho. Sem ser censurada, não só pelo chefe, mas pelos colegas ao lado. Sem que o ambiente fique tão mal que te obrigue a sair do emprego. Acho que não há uma rede suficientemente forte para te apoiar neste sentido. Muito porque nas empresas, nas universidades, ainda se confunde a

importunação com elogio parvo, ainda se confunde uma abordagem pessoal, as pessoas a acharem que tens que se sentir lisonjeada por ter um homem a cortejar. Isso tem a ver com as relações de poder, e quem é mais frágil.

Acredito que a informação seria algo a contribuir, mas nestas condições de local de trabalho, tem mais a ver com construir uma rede de apoio forte. Imagine que onde trabalho eu tenha um chefe abusivo e quero denunciá-lo, mas no momento que penso em denunciá-lo penso logo no que vai acontecer a seguir. Queria ter um núcleo que me assegurasse, que eu estaria protegida. Que me desse oportunidade de trabalhar longe daquele chefe até que as coisas estivessem resolvidas, que se eu quisesse sigilo...Uma rede que me proteja e não me deixa a mercê. Nas empresas isso acontece, as mulheres passam por desconfortos, rezam para que não fique a se repetir, se calhar até mudam a forma como são vestidas.

(...)

Outra coisa que nos ensinam aqui desde jovem, meritocracia, de que se fores muito boa, vai chegar onde quiser. A medida que vamos crescendo vemos que não é bem assim, nós podemos ser as melhores profissionais do mundo, que estamos sempre dependentes de quem escolhe.

(...)

Até o caso #metoo, em Portugal foi um pouco ridicularizado também, as pessoas ridicularizam imenso as mulheres que se insurgem contra os homens. É comum a ideia há uns anos que as apresentadoras de TV tinham chegado lá por outras razões que não pelo seu desempenho profissional. E estas são ideias propagadas por mulheres também. Acredito que existe uma série de mulheres que dizem este tipo de coisa e nem sequer pensam no impacto disso e no preconceito nestas afirmações, que não estão só a causar em uma pessoa, mas todas que atingem posição de destaque. Para já é difícil a mulher conseguir uma posição de destaque, e quando lá estão atribuem outras causas que não sua capacidade intelectual e profissional. Esse tipo de relações, frases, posicionamentos, prejudica o sucesso profissional de todas as mulheres. E se ligares isso ao fato de seres bonita ainda piora. Bonita e inteligente, é o tipo de afirmação que as próprias mulheres ajudam a perpetuar. Deveria haver informação sobre esse tipo de coisas. Micro estereótipos de linguagem de micro bias que temos todos os dias.

(...)

Acho que algumas coisas estão a mudar, tem termos de parentalidade, etc, mas continuo a receber comentários chocantes sobre as matérias que escrevo. Nem sempre é fácil justificares por que é importante fazer artigos sobre este tema, por que não é dada a mesma importância a questões de igualdade de gênero e aos direitos humanos, que é dada a economia e a política. No entanto são questões que afetam a toda gente. Mas são vistas a áreas que pertencem a outros domínios, são questões basilares para nossa vida. E não afeta só a minha mãe e a minha irmã, o mundo é composto por homens e mulheres, e não existe equidade e igualdade e isso tem de ser resolvido. Deveria ser preocupação de todos.

(...)

Sobre cotas sou a favor, pois se as mulheres lá não estão, muitas vezes por falta de oportunidade. Pois quando temos os homens, brancos em altos cargos, eles muitas vezes por representação, ou de proximidade, ou

ignorância, vão escolher pessoas iguais a eles. Pois é mais fácil eu escolher uma pessoa para trabalhar igual a mim. Por que vou achar que vou me entender melhor com ela. Eu querer ter pessoas diferentes de mim na minha equipa é mais desafiante. E, pode criar mais situações difíceis de resolver, pois tenho que me confrontar com outras perspectivas.

Sou a favor pois o mundo já tem situações benéficas para os homens, (estão no seu lugar de privilégio) já há demasiado benefício para o gênero dominante que lidera na maior parte as decisões políticas e empresariais. Não há outra forma de acelerar o processo. De puxar as mulheres para o topo. Elas iriam chegar lá em cima de qualquer maneira, mas demorariam muitos mais anos.

Se as mulheres são maioria nas faculdades, ao menos em Portugal, elas tem estudos, elas dedicam-se, porque elas param aqui, não é por falta de talento e competência. É preciso criar mecanismos que as ajudem a escalar a montanha. Cota é um deles. A sociedade tem que responder a questões que existem.

APPENDICES C: Design Journey

Design Journey Images

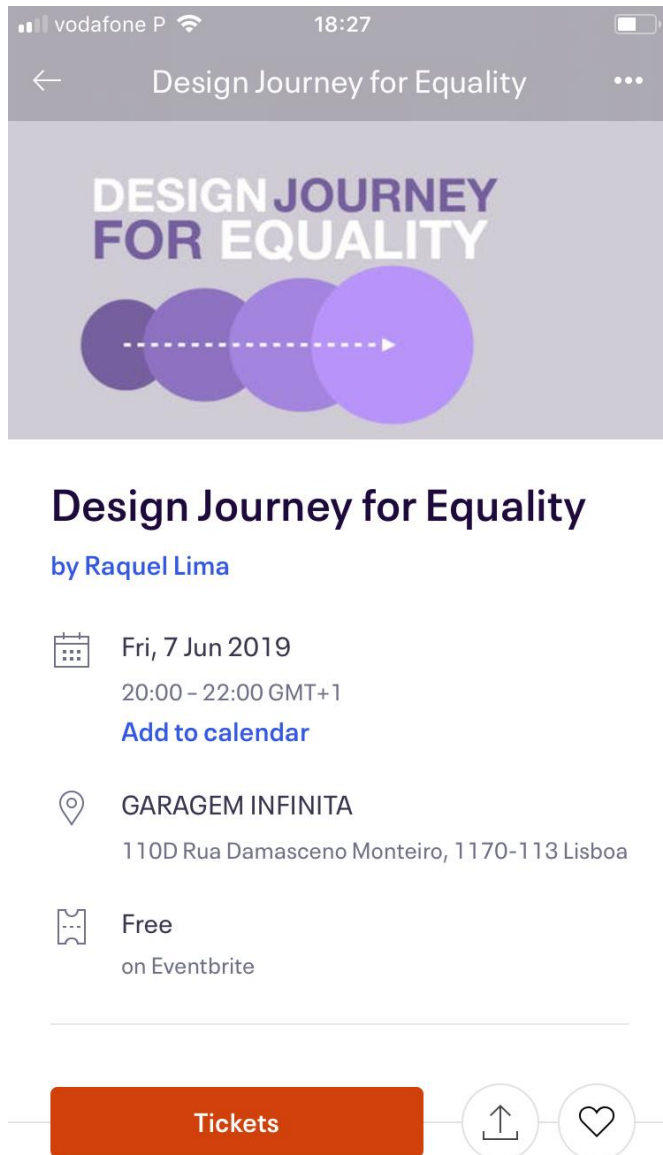


Figure 17: Invite to participate in the journey



Figure 18: Card Boards used in the journey experience - version a and b.



Figure 19: Journey Board

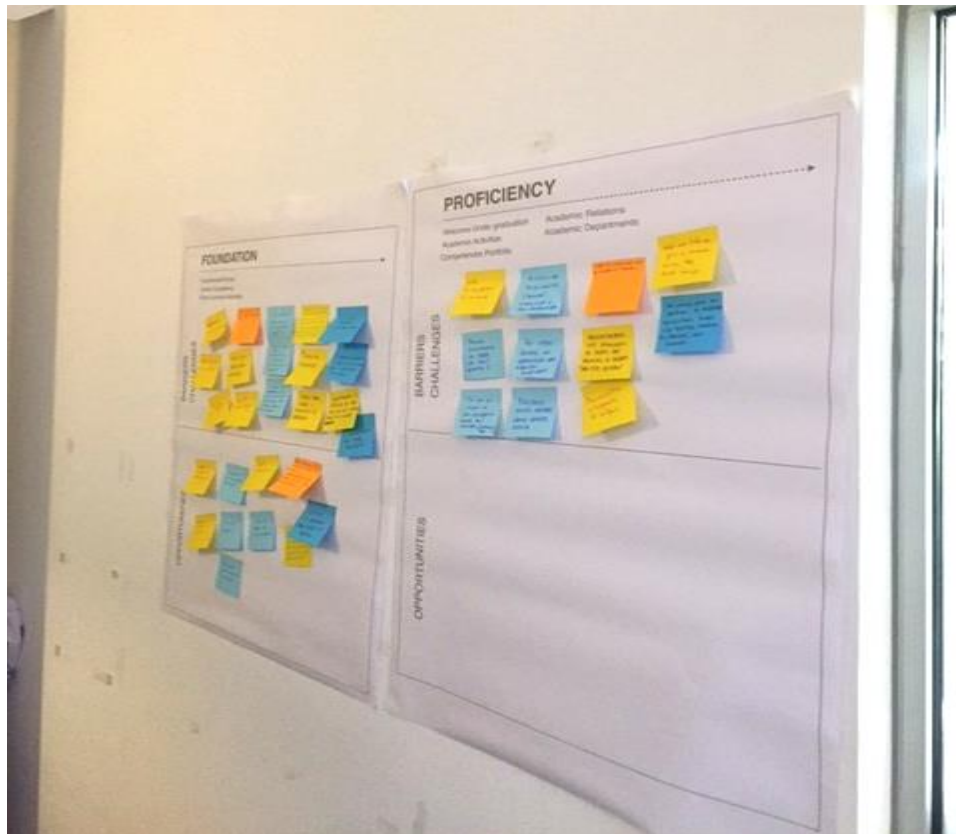


Figure 20: Journey Board working progress



Figure 21: The journey participants

ATTACHMENTS



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Declaração de Compromisso pela Igualdade de Género

A Laureate Portugal através das suas instituições Universidade Europeia, IADE-UE, IPAM Lisboa e IPAM Porto, tem um profundo compromisso para com a Igualdade de Género na nossa comunidade e por isso compromete-se a desenvolver ações pela igualdade de género nas suas Escolas, bem como nas comunidades em que estão inseridas, no que diz respeito a equidade de direitos, de oportunidades, condições salariais, liderança de projetos e de equipas.

1. Compromete-se a ter zero discriminação por razões de género na sua comunidade estudantil. Na Laureate Portugal 54% dos estudantes são mulheres, com os mesmos direitos, oportunidades e obrigações.
2. Compromete-se a sensibilizar a comunidade para os problemas associados com a desigualdade de género. É parceira do ORSIES, BCorp, HeForShe Portugal. No dia 8 de março, estão organizados vários eventos em cada campus com o objetivo de sensibilizar a comunidade para assuntos como a violência, desigualdades, desequilíbrios tanto a nível pessoal como profissional, destacando o importante papel da mulher na sociedade.
3. Compromete-se a ter zero discriminação por razões de género com os seus colaboradores. Oferece as mesmas oportunidades independentemente do género e na Laureate Portugal 52% dos colaboradores são mulheres.
4. Compromete-se a ter carreiras profissionais baseadas no mérito e não no género. Na Laureate Portugal 50% da equipa da liderança de topo é feminina - 6/12 – e desde 2016 a posição máxima de liderança – CEO – está a cargo de uma mulher.
5. Compromete-se a garantir que na sua comunidade a diversidade e a multiculturalidade é valorizada e estimulada e não é tolerada qualquer discriminação por razões de género, idade, raça, crença, religião, orientação sexual ou a condição económica.
6. Compromete-se a contribuir para um maior equilíbrio entre a vida profissional e pessoal da sua comunidade. As suas Instituições têm vindo a promover várias ações e medidas que visam a promoção da defesa da parentalidade, bem como a conciliação da vida pessoal e profissional com por exemplo a introdução do regime de flexibilidade nas horas de entrada e de saída.
7. Compromete-se com o Código de Ética e Conduta da Laureate que incide fortemente na igualdade de tratamento e de condições para todos os géneros, com Tolerância Zero para comportamentos inapropriados que possam, de alguma forma, melindrar e/ou ofender qualquer um dos nossos colaboradores, sob qualquer ponto de vista.

A Universidade Europeia, o IADE-UE, o IPAM Lisboa e o IPAM Porto, pertencem à Laureate International Universities, a maior rede mundial de Ensino Superior do mundo, presente nos 5 continentes, em mais de 25 países, com mais de 70 instituições. A diversidade de raças e culturas, a promoção da igualdade entre homens e mulheres e a busca incessante por um mundo mais justo, equilibrado e sem fronteiras de qualquer espécie ou natureza são a base do nosso princípio orientador enquanto líderes mundiais de Educação Superior: **HERE FOR GOOD.**

Lisboa, 8 de Março de 2018


CEO Laureate Portugal


Reitor Universidade Europeia

Presidente AEUF


Presidente AEIADE


Presidente AEIPAMLX



Presidente AEIPAMPorto

Figure 22: Declaration of Compromise for Gender Equality (IADE, 2018).